



**OCCUPATIONAL STRESS, SOCIAL SUPPORT,
AND SPIRITUAL ORIENTATION AS MODERATORS
OF TEACHER EFFECTIVENESS**

ABSTRACT

THESIS

SUBMITTED FOR THE AWARD OF THE DEGREE OF

Doctor of Philosophy
IN
EDUCATION

BY

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UNDER THE SUPERVISION OF

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2006



Introduction:

Education is universally recognized as the most effective instrument of bringing a change towards the social and economical betterment, and cultural transformation of the human societies. The democratic scene and the world outlook, both clearly demonstrate the urgent need for more and better education, which means qualitative and quantitative improvement of education. That is to say developed countries allocate more and more funds for the education. Today, in our country, though the quantitative improvement did not reach to the satisfactory levels, but we are still far behind from developed countries in the qualitative improvement of education. There are various reasons behind this problem, like corruption, increasing population, insincerity and instability of political systems, including ineffective teaching in the classrooms.

In the process of education, teachers play an important role in achieving educational goals. The teacher sets a path for the development of basic skills, understanding, judgment value and adequate personal adjustment of pupils. "Teaching is the task of a teacher which is performed for the development of the students" (Green, 1971). Joyee and Weil (1985) considered teaching as, a process by which teacher and students create a shared environment, including set of values and beliefs which in turn colour

their views of reality. Once whitehead wrote: "Every thing depends upon teacher, a teacher effect eternity, he can never tell where his influence stops." Therefore, for making the teaching process effective and all success, it is necessary to think their plight and betterment by providing them every kind of support, orienting them morally and spiritually and reducing their stress and strains, which is an unavoidable reality of this fast changing world.

Significance of the study:

The teacher is the backbone of educational institutions. It is only when the teacher is effective, student's learning can be sound . Learning is not only restricted to information, but includes knowledge and character building. The effectiveness of the teacher is yet to be explored and investigated from different angles and perspectives. The effect of spiritual orientation, occupational stress and social support on teacher effectiveness have not been explored. Spirituality is an important dimension which constitutes the value dimension of personality. Spirituality has been found to be an indicator of mental health in psychological studies . In this fast changing world the stress and strain become an invertible reality for the working persons. Therefore, occupational stress seems to be a potential contributor towards teacher effectiveness. Similarly, a teacher also needs social support, emotional

support in particular, to work effectively. In the knowledge of present researchers, the influence of these factors on teacher effectiveness has not been studied as yet . Therefore, the present study is a humble attempt at establishing the effect of occupational stress, social support and spiritual orientation on teacher effectiveness.

Objectives:

The main objectives of the present study are:

1. To determine the contribution of occupational stress to teachers effectiveness.
2. To determine the contribution of social support to teacher effectiveness.
3. To determine the contribution of spiritual orientation to teacher effectiveness.
4. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will differentially effect teacher effectiveness among male and female teachers.
5. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will

differentially effect teacher effectiveness among subject classified on the basis of age.

Hypotheses:

The hypotheses are presented below in null form:

1. Occupational stress does not significantly contribute to teacher effectiveness.
2. Social support does not significantly contribute to teacher effectiveness.
3. Spiritual orientation does not significantly contribute to teacher effectiveness.
4. Sex will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.
5. Age will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.

Definitions of Key Words:

1. Teacher Effectiveness:

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits ,

desirable attitudes , value judgment and adequate personal adjustment of the students .(Ryan,1969)

2. Occupational Stress:

Occupational stress purports the extent of stress which employees perceive arising from various constituents and conditions of their jobs. (Rizzo, et al. 1970.)

3. Social Support:

It refers to the available social network relationship that objectively may be called upon for help in times of need and that offers stable attachment for social groups. (Bowlby 1969).

4. Spiritual Orientation:

Spiritual which comes from Latin word of spirit meaning “breath of life” is a way of being and experiencing that cause under about through awareness of transcendental dimension and that is characterized certain identified values in regard to self , others , nature life and whatever one considered to be the ultimate

Sample of the Study:

The sample for the present study consisted of two hundred and seventy teacher (Lecturers, Readers and Professors), of the various faculties of the Aligarh Muslim University. The number of teaching staff at Aligarh Muslim

University, according to annual report 2004-05 of the university, prepared by the central section, Registrar office, A.M.U., is 1261. Originally three hundred and fifty teachers were randomly selected from the teaching staff list and were personally requested to participate in the research work. Out of three hundreds and fifty teachers only 270 teachers responded to the tests and inventories, which were given to them. Both male and female were included in the sample, 140 teacher among the respondent were Lecturers, 80 were Readers and 50 Professors.

Sex wise break-up of sample

Male	=	200
Female	=	70

Age wise break-up of the sample

Below 40 years	=	141
40 years and above	=	129

Tools:

The following tools were used in the study.

1. Teacher effectiveness scale by Kumar and Mutha (1974)
2. Occupational stress Index (OSI) by Shrivastava and Sing (1984)
3. Significant other scale (SOS) by power and champion ,(1988)
4. Spiritual orientation Inventory by Elkins et al., (1988)

Teacher effectiveness scale aims at measuring eleven teacher categories. Occupational stress index has twelve dimensions. Social support scale has four dimensions. Spiritual orientation inventory has nine dimensions.

Collection of Data and Analysis:

Data were collected from the various faculties of A.M.U. teaching staff. The above mentioned four scales were administered on the university teachers to evaluate their effectiveness. First of all Inter correlations among various variables was calculated through product movement correlation method .

Stepwise multiple regression analysis was used as statistical technique to evaluate the effect of occupational stress, social support and spiritual orientation on teachers effectiveness.

Delimitations: Following are the delimitations of the study:

1. The study was confined only to the A.M.U. teaching staff.
2. The study was confined to the college teachers.

Discussion and findings of the Study:

When we look at the main findings of the study, we find that role ambiguity has emerged as the most powerful contributor to teacher effectiveness (Male sample, Age group below 40 years (20-39) and age group above 40 years). Total score on occupational stress has emerged as the most powerful contributor to teacher effectiveness in the total sample. Referring to the table

of correlation (Table, I), we find all the dimensions of occupational stress to be negatively correlated to teacher effectiveness . Thus we can conclude that occupational stress reduces teacher effectiveness.

Social support has emerged as the second best contributor of teacher effectiveness in total sample. Referring to the table of correlation (Table, I), we find that social; support is positively and significantly correlated with teacher effectiveness . However social support did not emerge as a contributor to teacher effectiveness in the break-ups of sample . In other words, social support did not contribute in the male sample, female sample, below 40 years of age and above 40 years of age groups .Probably a larger size of sub groups would have reveled its effect on teacher effectiveness . By dividing the sample into sub groups, the sample size become small and the effect of social support could not be revealed. In the total sample , the effect of social support on teacher effectiveness was revealed.

In the male sample, role ambiguity and unreasonable group political pressures have emerged as the main contributors to teacher effectiveness. Both, the variable are negatively correlated with teacher effectiveness. (Table, I). Both these factors are not contributing to teacher effectiveness in the female sample . But role over-load and role conflict emerged as significant predictors in female sample. It may be argued that female

teacher's dual responsibility, responsibility at home and responsibility at work place, causes role over-load and role conflict which further contributes negatively to their teacher effectiveness. In the female sample, three dimensions of spirituality, namely, idealism, transcendence and awareness of tragic have emerged as the main contributor to the teacher effectiveness. They are positively and significantly correlated with teacher effectiveness. In the third step of Multiple Regression Analysis in this model , Idealism, role over-load and awareness of tragic dimensions emerged as significant contributor of teacher effectiveness.

In the sample , below 40 years (20-39), role ambiguity has emerged as the most powerful negative predictor of teacher effectiveness in the first step. Meaning in life and self transcendence have emerged as predictors of teacher effectiveness along with other dimensions of occupational stress in the third and forth step. Meaning in life, self transcendence are positive contributors to teacher effectiveness.

In the sample above 40 years (40-60) of age, role ambiguity, unreasonable group and political pressure and awareness of tragic have emerged as most powerful predictors of teacher effectiveness. The unreasonable group and political pressure contributes negatively to teacher

effectiveness while awareness of tragic contributes positively to the teacher effectiveness in the old age.

Educational Implications of the Study:

The present study has several implications for all those who have interest in research and innovations in the field of teaching.

This study has direct bearing on education and as it emphasizes the need for making the environment conducive for producing effective teachers. It is of utmost importance that the stress and strains, particularly role ambiguity, role over- load, role conflict and unreasonable group and political pressures, are reduced, as they hamper the effectiveness of teacher. The teacher should be provided social support and spiritual orientation. Meaning in life, awareness of tragic and self transcendence will increase the effectiveness of the teachers.

Suggestions for the further Studies:

Following are some of the suggestions for further researches in the area of teacher effectiveness. So that generalization can be arrived at .

S1- Considering the fact that the present study has been conducted only on university teachers, the same may be replicated on other levels.

S 2- The study may be replicated in rural settings .

S 3- The study was conducted on a limited sample . A similar study can be done on a sample larger than the present one .

S 4- Teacher effectiveness of male and female can be studied separately on a larger sample.

S 5- The effect of spiritual orientation on occupational stress can be further studied. It is quite possible that spiritual intervention (for example meditation) can reduce occupational stress, which in turn will improve teacher effectiveness.



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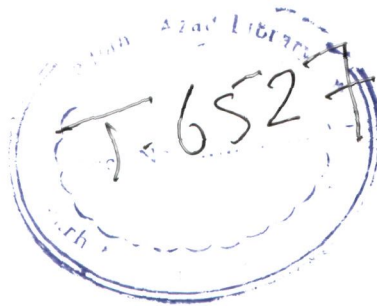
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TO WHOM IT MAY CONCERN

It is certified that the thesis entitled ***"Occupational Stress, Social Support and Spiritual Orientation as moderators of Teacher Effectiveness"*** is an original work conducted by ***MR, MOHD UVAIS SIDDIQUI*** under my supervision and guidance. It may be considered for the award of the degree of Doctor of philosophy in education.

A handwritten signature in black ink, appearing to read 'Roquiya Zainuddin', with a long horizontal flourish extending to the right.

PROFESSOR ROQUIYA ZAINUDDIN
Supervisor

Acknowledgement

THESIS

In the name of Allah , the most Beneficent , the most Merciful

To the Almighty, I bow my head in humility and reference for having gifted man the faculty of reasoning and a spirit of discovery, with out which he could not achieved what he already achieved. I thank to Almighty who gave me the determination, perseverance and insight for the completion of this work,

I owe a deep debt of gratitude to my teacher , Prof. Roquiya Zainuddin, professor Department of Education , without whose supervision this work would not have seen the light of the day. I am indebted to her not only for being my supervisor of this thesis, but also owing to the fact that whenever I encroached upon her valuable time , she helped me with her scholarly criticism and constructive suggestions.

I am highly obliged to prof. C.P.S Chauhan, chairman Department of Education, AMU, Aligarh, for his encouragement , kind help and providing necessary facilities for the completion of the study.

My sincere gratitude extend to all the teaching staff of Department of Education , AMU, Aligarh , especially prof. Anawar Jahan Zubeeri, Dr. Pervezr , Dr. Ali Ahmad , Dr. Nikhat Nasreen and Dr. Mahmood for inspiration , motivation and continuous guidance.

The support of my father, Hazrat Maulana Mohd Zakariya Siddiqui Nanautvi, and my Ammi, Nazma Siddiqui, who always kept me goin; and who have been and abiding source of inspiration throughout .

I take this opportunity to thank my beloved brothers Shaikh Mohd Usama Siddiqui and Mohd Usaid Siddiqui, Abdul Rehman, Ziyur Rahman and Sisters Khadeja Siddiqui, Suriyya Siddiqui, Sufia Siddiqui, Bashara Siddiqui, and Sarah Siddiqui for their moral support for completing this work,

I would like to thank Dr. Daud Saleem Faruqi, who helped me to solve all kinds of statistical problems in completing this work.

I also like to express my thank to my friends and colleges, especially Mr, Mushahid, Gulnaz, Asma faruqi, Ilyas bhai, Vaqar bhai and Abdul Raheem Bhai, who gave me moral support, and provided me every kind of help

I would like to place on record my special thanks for all staff members of the Department of Education, especially, Asif Bhai, Abdul Haleem sahib , Masood Sahab , Kafeel bhai , Jahan Ara who have extended their cooperation and sympathetic attitude throughout the course.

Last but not least, It would be highly in justice, if the researcher don't express his thanks to Mr. Modabbir Azam, Jamshed Khan, Bilal Akhtar and in particular Imran Lucky Khan for bringing this work in to this form .

Uvais
MOHD UVAIS SIDDIQUI

Dedicated
To
My grand father,
Hafiz Abdul
Jameel Siddiqui
(Rahimahulla
And my Bhaishahab
and Ammi
(Hafizahumalla)

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Chapter I

Introduction

INTRODUCTION

Education is universally recognized as the most effective instrument of bringing about a change towards the social and economical betterment and cultural transformation of a country. The democratic scene and world outlook both clearly demonstrate the urgent need for more and better education, which means qualitative and quantities improvement of education. That is to say, developed countries allocate more and more funds for education. Today, in our country, though the quantative improvement did not reach to the satisfactory levels, but we are still far behind from developed countries in the qualitative improvement of education. There are various reasons behind this problem, like corruption, population, insincerity, and instability of political system, including ineffective teaching in the classroom. The products of present day secondary schools are ill-equipped with the knowledge and skills as they are, fail to relate them to varied contingencies of life or make their effective use in the solution of those problems which confront them in their daily life. This is because of ineffective teaching of classrooms.

Effective and good teaching, in the ultimate analysis, depends upon good and competent teachers. They occupy central position in the teaching learning process. Once, Whitehead wrote. "Every thing depends upon teacher; A teacher effects eternity, he can never tell where his influence stops". Historian philosopher, Henry Adam, holds that "good

teachers are those who are skillful with respect to the way and mean of stimulating intellectual appetites, and capable of patience, understanding and sincere feelings for others. Poor teaching country wide, would seem to be significant contributor of its unfortunate share to the perpetuation of ignorance, misunderstanding and intellectual and cultural stagnation". Other educational thinkers too like wise agree that the success and failure of the educational system of any educational institution rest largely on teacher's classroom behavior and that there is no substitute for a good teacher. A teacher's behavior in the classroom serves as the most important source of information regarding his teaching effectiveness. At present, however, teacher is one among the weakest link of Indian education. Why; with all the efforts put into the preparation of teacher's into the in-service education of teacher, and with teacher's individual efforts to modify and improve their works with youngsters. Why do researchers engaged in classroom observation find teachers so controlling, restrictive and inhabitative why is it that teachers tend to do most of the talking themselves? In 1927, Dewey pointed out that, so much in education was the result of routine, tradition, accident and transitory accidental influence; because the field lacked the existence of systematic methods of inquiry, enable us to understand them better and to control them more intellectually. In the absence of empirical data, the concept of teaching was till recent past governed by philosophical

conceptions, and psychological theories of learning. Research on teaching was conducted from outside of the classroom and therefore the actual classroom behavior of teachers could not be properly studied. Under these circumstance the concept of teaching remains vague, it is of lack of clear concept of this complex process. i.e. teaching, that experience frustration in conducting investigation in this area. One may say that while teachers tried to teach and researchers tried to understand and improve it no body seemed to know exactly what teaching is. In this contexts, Barr (1961) very interestingly said that teaching means many different things, that the teaching act varies from person to person and from situation to situation. Dinkins and Biddle (1974) introduced their ranging review of research on teaching with a “dream and Belief”. Their dream was of an educational system where procedures were governed by research and by theories that are empirically based, and their belief is that the study of teaching is the heart-land of the research effort which would govern education. They accept that both are arguable propositions and acknowledge the lack of integrating theories concerning teaching. The possible sources of theories of teaching are still open to debate. Both Rosenstein and Furat (1971) and Traverse (1971) suggest that concepts developed in laboratory setting might proved a starting point, but Nuthalls (1968) argument is that “traditional psychological theory can not be of any significant rater until the investigation of classroom behavior

have themselves produced significant theoretical explanations of classroom event. The need is not for further adaptation and stretching of old theory but for the criterion of new theory which arise directly from natural grain and details of the behavior it is intended to explain. Dunkin and Biddle accept this later view and argue that the development of explanatory theories will begin as attempt to explain related groups of findings rather than all event concerned with teaching. Serious concerted attempts will have to be made in research on teaching in general and teacher behavior in particular, not sitting on the finer but entering into nucleus the classroom, if teaching process is to be grounded in sound theoretical base.

For long, the Indian educational researchers, as in other countries kept on investigating teaching, keeping themselves on the periphery and looking towards the nucleolus (classroom behavior). It is now considered quite difficult, if not impossible, to understand to describe and analyze concept of teaching unless we decide to enter the classroom and explain first hand live drama as it proceeds on the stage itself. The dominant theoretical model which generated most research on teacher effectiveness, which Gage (1972) terms as "Criterion of effectiveness" model was in his opinion wrong. The use of this model involved selecting criterion first and then finding its predictors. Criterion has included ratings of teachers by administrators, colleagues and students and the

teacher or teacher's student's scores on various test of personality or cognition. Predictors have included many aspects of teacher's backgrounds as well as measures of their behavior, personal qualities and academic achievement, in training and in service.

Later on pupil growth became a favored criterion but with no more success. The difficulty was that pupil growth is the result of a host of factors, such as pupils own academic aptitude, adjustment, personality and motivation, his home background, parental attitudes and community inferences, etc. The effect of all these factors can not be isolated from teacher's effects nor can other teacher's effect be easily controlled in this way. A number of factors intervene between teacher effect and pupil growth to pollute and confound relationships between them. Pupil achievement has been found to have quite low correlation with teacher effectiveness in one of the more careful and objective studies concerned with the relationship between a group of ten measures of teaching ability and pupil achievement, Barr (1935) obtained conformably low coefficient of correlation.

Research literature is replete with studies in which attempt was made to predict teacher effectiveness on the basis of a single variable or a combination of variables. The research report indicates that only four of the factors are important, intelligence, scholarship, personality, and scores earned.(yankey and Anderson, 1933). Fattu (1962) and Howsan (1960)

both revived the research on predictor criteria and teacher effectiveness and concluded that such research had failed to substantiate links for such characteristics as intelligence, age experience, cultural background, social-economic background, sex, marital status, scores on aptitude tests, job interests, voice quality and special aptitude. The results were so disappointing that Hunka (1963) after discussing studies that have used predictor or criterion variables concluded that researcher on teacher effectiveness has reached a dead point and that attempts to build a theory have failed to prescribe as to what should be done. Even examples of best teaching do not provide a basis for effective teaching. Agreeing with Munka, Cooper and Wober (1973) also point out that until recently research conclusions were so skimpy that educationist may have been somewhat justified basing their programme on tradition and speculation. Ryan (1969) who conducted a most sophisticated study involving a large number of predictor variables, concluded that the probability of arriving at universally accepted definition and description which might be applied to identifying generally superior and poor teachers is really dim with criterion of effectiveness model to conceptualize the nature of teaching, has now shifted its focus to the process. It is now realized that there is no more obvious approach to research on teaching than direct observation of the behavior of teachers while they teach and pupil while they learn. It is further held teacher effectiveness is an area of research which is

concerned with relationship between the characteristics of teachers, teaching acts, and their effect on the educational outcomes of classroom teaching. It must ultimately be defined in terms of effect on pupils, in terms, more specifically, of changes in pupils behaviors (American Educational research association 1952-53 and Mitzet 1960). Again it is believed that the central problem in understanding teacher effectiveness is establishing relationships between teacher behaviors and teachers effects. These statements suggest that these two classes of variables are minimally necessary in the study of effectiveness.

The conceptualization of the sets of variables to be included in the study of teaching has led to the broad acceptance of a model initially proposed by Mitzet (1957) and adopted by Dunkin and Biddle (1974). There are four larger classroom of variables namely, presage, context, process and product. Presage variables relates to the characteristics of teachers, their experiences, their cognitive, and effective properties, context variables relate to the conditions to which the teacher has to adjust, the characteristics of the school, classroom and pupils. Process variables concern the actual activities of classroom teaching, teacher and pupil behavior and their interaction and the type of classroom climate engendered. Finally product variables concern the outcome of teaching, the changes that occur in pupils as a result of their involvement in

classroom activities. The pupil “growth or pupil changes, can relate to both cognitive and effective characteristics.

Thus a study of the relationship between teacher’s personality and teacher classroom behavior is called a presage process study, whereas a study relating classroom behavior and change in pupil attainment is termed process products study. Mitzet argued that the best hope of improving research on teaching lay in the study of process variable, i.e. teacher classroom behavior. The chain of all acts which the teacher performs in the classroom constitutes his classroom behavior. As the teacher helps children to learn in the classroom situation, the teacher as a leader takes interests in the children both as individual and as a gaurdian. In the process of this interaction he influences the children. Thus, the teacher’s classroom behavior is likely to have a direct influence upon the development of pupil’s abilities, capacities, and personalities. The teacher is continuous exerting his influence over the pupils, and for this reason it becomes very important to study his behavior in order to know his effectiveness in teaching.

Researches into the teacher effectiveness has a long history, but has up to now largely focused on finding characteristics of “generic” effective teachers by measuring teachers classrooms practical aspects, cognitive student’s outcomes (Brophy and Good 1986, Mortimore, Samonons, Stoll, Lewise and Ecob, 1988; Mujis and Reynolds, 2000). While many

of the teacher effectiveness researches found difference in effective teacher behaviors depending on students background (Socioeconomic Status) and subject area (e.g. Math and English) (Rosenshine, 1978, Stallings, 1984), a lot of this research has subsequently been reinterpreted in a more generic way (Mujis and Reynold, 2001).

While effective instruction is clearly a major dimension of teaching, the work of teachers is substantially broader than classroom performance. As societies become more secular, schools have become important sites of moral and social values formation. Under these trends, the role of teachers is expected to be broader to take in effective dimensions. A model of teacher's effectiveness is required to incorporate measures of effectiveness across these different roles rather than be limited to aspects of the cognitive. Thus teacher effectiveness is a complex concept . The studies so far have focused on intelligence, ability, personality variables, cognitive outcomes as criterion variables. There can be a number of variables which can predict teacher effectiveness. The present researcher has, for this purpose, selected occupational stress, social support and spiritual orientation of teachers to explore their effect on teacher effectiveness .

Occupational Stress:

The term stress emerged in the literature from Latin world stringer that refers to hardship, strains, adversity or affliction, in the 18th and 19th

century. It was Hans Selye (1936) who introduced the concept of Stress in life science in the realm of Life Science/Medical Science. Cannon's homeostasis and Selye's general adaptation syndrome have considerably influenced the conceptualization of stress, since then the concept gained popularity in research literature and frequently used by behavioral and social scientists.

Psychologists are of the view that it is imperative to maintain the optimum level of Stress for Success, achievement, higher productivity, effectiveness in every walk of life, growth and development.

Pestonjic (1987) was of the view that when the stresses are left unchecked or unmanaged they may create problems related to the performance of the employee and also may have hazardous effect on the health and well being of the organism.

The stress has been viewed as having three major approaches viz. stimulus oriented, responder oriented and interactionally oriented.

The stimulus oriented approach refers to external negative force impinging on individual. Selye (1956) maintains that any external event or any internal drive which threatens to upset organic equilibrium is stress. Actually researchers have examined catastrophic events and considered it as independent variables. The response based approach to stress is associated with response to certain stimuli. This approach is mainly concerned to describe how stress is related to and in what manner

people function under Stress. This approach concerned responses as dependent variables.

The transactional approach defined stress as interaction or transaction between person and organizational factors. According to this approach, stimulus and response are insufficient because some situations are stressful for some specific individuals but not for others.

Stress in modern times is due to over demand, frustrations, and conflicts, hence the present day world is considered as age of anxiety. It is well accepted truth that people in every era experience stress due to unpredictable natural climatic in present day world also stress is related to such calamities but the degree is low in today's world people can walk on the moon and other planets, may communicate with persons sitting thousands of miles away sends and relives message from one place to other in shortest period of time. but these innovations which are the sign of modern civilization have made the life of man much more complex and full of hazards. This modern civilization is considered an era of stress frustration, conflict, tension, anxiety, overcrowding, pollution, unemployment, dowry death, ethic and religious clashes and terrorism to mention a few. Stress at work place, home, school, college, society or place of living undoubtedly results in personal and organizational inefficiency, sickness, socio-cultural alienation and dissatisfaction at individual as well as in the organizational level.

In this fast pacing world, it is evident from the research literature that the problem of executive stress has received enormous attention in management, including educational institutions (Aagarwal, 1979). Despite moderate amount of attention, executive stress continues to take its toll of human life, pares impairment of mental and physical health and it is to say that all in all it is diminishing the effectiveness of people.

Thakur and Mishra (1998) reported different physical and psychological conditions at different types of work as potential source of occupational stress. Lazarus (1991) pointed out that stress is transactional phenomena experienced when source situation is appraised as taxing the individual resources beyond tolerable limits.

Social Support:

Literature on social support suggests that it is an important concern in our daily lives. This concept has also emerged as the moderator and mediator of stress. Lack of social support has been associated with risks for emotional problems, excessive worry, self-preoccupation and stress proneness (Blazar, 1982; House et al., 1982). The concept of social support has been defined by the researchers as social bounds (Hinderson, 1977), social networks (Mueller, 1980) meaningful social contact (Cassel, 1976), availability of social confidants (Brown et al 1975) and human companionship (Lynch, 1977). Bowlby (1969) defines social network resources as the available social network relationships that objectively

may be called upon for help in times of need and that offer stable attachment to social groups. In other words, it may be stated that social network resources indicate the type and number of existing relationship person is having, who provide him help when ever he needs. Bowlby's theory of attachment relies heavily on this interpretation of social support. Cohen and Syem (1985), and House and Khan (1985) called social network as structural support. Structural support refers to the existence of an inter-connections between social ties, (e.g. marital status, close family and friends) participation in group activities. Henderson (1981) has pointed out that other informal revenues of assistance may be obtained and he called them diffuse resources. There may be other interpersonal contacts beside gang, friends, and ties with community organization. Cohen (1982) noted "help is where you find it" and he suggests the source of support may be formal, institutional or informal help. These definitions suggest that there are three aspects of social support. i.e. (1) Social network resources, (2) Supportive behavior, and (3) The subjective appraisal of support.

Social support refers to the perceived comfort, caring, esteem, or help a person receives from other people or groups (Cobb, 1976, Wills, 1984) According to Cobb (1976) people with social support believe. They are loved and cared for, esteemed and valued, and part of social network, such as a family and community organizations, that can provide goods,

services and mutual defame at times of needs and danger. Khan and his associates (1979) define social support as the expression of linking, admiration, respect, love agreement and affirmation as well as the provision of direct aid and assistance. It is apparent that social support is multidimensional construct which not only represents, that the person has social relationship but also indicates that he is esteemed and cared for. As a product of social activities or transactions he perceives that a support can come from many different sources, the person's spouse or lover, family, friends, coworkers, physician, or community organization. Social support is defined as the comfort, assistance, or information one receives through formal or informal contacts with individuals or groups (Walston et al, 1983).

Another aspect of social support is the kind of help person receive from other i.e. emotional, personal practical, informational and instrumental. It is more concerned with the quality and amount of support given by different resources. According to Caplan's theory (1974), social support implies enduring pattern of continuous or intermittencies that play a significant role in maintaining the psychological and physical integrity of individual over time. For Caplan, a social network provides a person with" psychological supports for the maintenance of mutual and emotional health. Cohen and wills (1985) have defined social support in terms of functional support. According to them functional support

indicates whether interpersonal relationship serve particular function or not (e.g. provide affection, feeling of belonging on material aid). According to Bhumaker and Breownell (1984) supportive behavior would be seen as "an exchange of resource between at least two individuals perceived by the provider or the recipient to the intended to enhance the well being of recipient. These interactions tend to be viewed as supportive when they are intended to gratify people is needed.

Cognitively oriented theories pointed out that it is not the availability of the receipt of support that is important, but its perception or feeling that he has supportive network and can get supportive behavior when ever he needs, has beneficial and facilitative positive effect.

Observations in a variety of settings have led to the idea that social support (a) contributes to positive adjustment and personal development and increased well-being in general (Branda et al., 1980; Cohen and Will, 1985) and (b) provides a buffer against the psychological consequences of exposure to stressful life events (Cohen and Syme, 1985 Mcleod 1985). Despite theoretical advances in the area of social support, much more empirical studies are needed to determine its beneficial effects. The present study is intended to explore the influence of social support on teacher effectiveness. Teachers are the need of every society, without their active participation it is impossible to bring changes in the society.

They also need social support in order to perform their duties at the maximum level.

Type of Social Support:

Researchers have suggested that there are five types of Social Support (Cohen and Mckey, 1984, Cohen and Wills 1985; Russell, 1990,)

1. **Emotional support:** It involves the expression of sympathy, caring and concern towards the person. It provides the person with a sense of comfort, reassurance, belongingness, and of being loved in times of stress.
2. **Esteem support:** It occurs through people's expression of positive regard for the person, encouragement and agreement with the individual's ideas or feelings, and positive comparison of the person with others such as people who are less able to work . This kind of support is required to build the individual's feeling or self-worth, competence, and of being valued. Esteem support is especially useful during the appraisal of stress, such as when the person assesses whether the demands exceed his or her personal resources.
3. **Tangible or functional support:** This type of support involves direct assistance, as when people give or lend the person money or help out at the time of stress.

4. **Information support:** It includes giving advice, directions, supports or feed back about how the person is doing, for example, a person who is ill might get of information from family or a physician or now to treat the illness.
5. **Network support:** It provides a feeling of membership in a group of people who share interests and social activities.

Recently social support has been classified into two categories perceived support and received support. Perceived support most generally refers to the psychological side of support derived from feeling loved, and part of network of reliable and trusted social relationship (Gottlieb, 1985) it is more stable overtime because it is not context dependent. Received support, on the other hand, represents concrete intones of helping derived from once social network, with this help or provision, usually being categorized as emotional support, and informational support.

Spirituality: Meaning and Definition:

The term spirituality is coined from the Latin word "Spiritus" meaning "breath of life". In Arabic "spirituality" is translated as *Ruhaniya* derived from the adjective *ruhani*, which means, mind or animating principle as distinct from body. *Quran* Says:

They ask thee concerning the spirit, say "The spirit is of the command of my Lord". Chapter 15

The definition of spirituality provided by the tenth edition of Oxford English Dictionary is as following: “the equality or condition of being spiritual, attachment to or regard for the thing of the spirit as opposed to material or worldly interest”. Belief in spiritual reality continues to characterize a majority of people, be it belief in supreme being or order, life after death, an ultimate reality, or supernatural beings, like angels or demons. Whatever behavioral scientists and health care professionals may themselves believe, the spiritual side of human nature remains important to many or most people.

A substantial number of people describe spirituality as the most important source of strength and direction in their lives. We inherit spiritual elements from our parents as well as from the previous generation, first like physical and psychological elements of past lives of the community, history, arts, cosmic world, and beyond.

Spirituality has been a proper subject for scientific study e.g. William James (1958) Carl Jung (1933, 1964); Abraham Maslow (1962, 1966, 1970, 1971); Rudolph Otto (1923); John Dewey (1934); Gordon Allport (1950); Mircea Eliade (1959) Martin Buber (1970); Erich Fromm (1950); Victor Frankl (1963) have explored this concept for more than a century ago. Definitions of spirituality in relevant literature usually include some version of the following words and phrases: Feeling connected or belonging in the universe, believing in a power outside of

one self, searching for a sense of meaning or purpose, experiencing transcendence and immanence, seeking one's ultimate and personal truths, experiencing numinous quality, knowing unity of the visible and invisible, having an internal relationship between the individual and the divine, encountering limitless love, and moving towards personal wholeness (Canda, 1995; Ganje-Fling and McCarthy, 1996; Decker, 1993; king et al, 1995; Wulff, 1996). An operational definition of spirituality is yet to come. A great deal of convergence and overlapping were found among the various writers in their usually implicit descriptions of spirituality. It became increasingly clear that the spirituality could not be defined in simple words, because it is a complex phenomenon on the basis of theoretical research. Elkins, Hedstrom, Hughes, Leaf, and Saunders (1988) formulated the following definitions of spirituality. It is a way of being and experiencing that comes about through awareness of a transcendent dimension and that is characterized by certain identifiable values in regard to self, others, nature, life, and whatever one considers to be the ultimate".

A functional definition of spirituality which has been adopted by the California state psychological association takes force of spirituality and psychotherapy- as courage to look within and to trust implying that what is seen and what is trusted appears to be a deep sense of belongingness, wholeness, of connectedness and of opinions of the

infinite. Spirituality which has always been considered to be natural part of being human, is an innate human capacity to transcend the egocentric perspectives from which people constantly experience and evaluate their lives, opening them to a broader world view a heightened capacity for loving, and an increased motivation to enhance the greater good (Chandler, Holder and Colander, 1992). According to Vrinte (1996) spirituality is inspired and sustained by transpersonal experiences that originate in the deepest recesses of the human being and they are but natural manifestations of that domain of the human psyche that contain the greater depth of life.

Dimensions of Spirituality:

Spirituality is not adequately defined by any single, continuum or by dichotomous classification rather, it has many dimensions. Spirituality is better understood as multidimensional space in which every individual can be located (Lorson Swyers, and Mc Cullorh, 1997).

Psychologists have described spirituality in different dimensions. Glook and Stark (1965), for example, described four elements or domains, all of which are associated with religion. The experiential, the ritualistic, the intellectual and the consequential. Capp, Ramboo and Ransshoff (1976) offered a somewhat deferent categories of Six spiritual dimensions within religion: the mythological, ritual, experiential, dispositional, social and directional. Elkins, Hughes (1986) reported

components of spirituality, transcendent dimension, meaning and purpose in life, mission in life, sacredness of life, material values, altruism, idealism, awareness of the tragic, and fruits of spirituality. Kaeasy (1999) explained the three ways to spirituality in the context of belief in the sacred, belief in unity and belief in transformation Miller and Thoresen (1999) proposed three broad measurement domains as: spiritual practices, beliefs and experience. The three domains described by Miller and Thoresen are meant to characterize spirituality more generally, whether inside or outside the context of religion. These broad domains are consistent with a psychological perspectives that is sensitive to cultural, ethnic, socioeconomic, and religious difference. Each domain, such as practices, can encompass a wide range of constructs and variables. Each is amenable to a variety of qualitative and quantitative assessment approaches (e.g. biographical and autobiographical material, narrative interviews; psychological measures self report questionnaires).

Spiritual Practices: It is the easiest to measure because it focuses on overt observable behaviors (e.g. Connors, Tonigin, and Millar, 1996). People can be described by the extent to which they engage in spiritual practices such as prayer, fasting, meditation, contemplation, and paying visits to holy shrines or pilgrimage to holy places, participation in specially religious activities such as worship scriptural study, offerings, and public prayer.

Spiritual Beliefs: This domain is large, and its content varies with culture. Smith 1994) Directly pertinent are beliefs about transcendental (e.g. soul, afterlife), deity, and the reality of a spiritual dimension beyond sensory and intellectual knowledge. Personal and endorsed values are also part of this domain (Rokeach, 1973). Transcending the “me” factors” (i.e. I, me, my, mine) in personal values has been a common quest in many religions (Bracke and Thoresen, 1996). The concept of God is an integral dimension here (e.g. whether the nature, image, and intentions of a supreme Being are seen as being fundamentally loving, indifferent, or punitive toward humankind).

Spiritual experiences: It offers the greatest challenges for valid measurement, yet it is fundamental to an understanding of spirituality. Many would regard this experiential dimensions as the fundamental and defining nature of spirituality (Helminiak 1996) such experiences might be roughly divided into routine, everyday encounters of the transcendent or sacred, versus exceptional spiritual and mystical experience. Two perplexing problems of definition emerge. The first is the problem of defining which experiences are spiritual. Among individuals who have sudden, dramatic, and transcending life experience, for example, some describe them in spiritual language and others do not. (C Miller and C. De Baea, 1994). Believers and non believers may have essentially parallel experiences, but they differ in the understanding of their meaning

and nature. A second challenge is empirical description of the experiences themselves. Whether they are labeled as “spiritual” there appears to be a relatively common topography to certain numinous phenomena including mystical (Bucke, 1923, Oates, 1973), transformational (Loder, (1981), and near-death experience (Kellehear 1996).

Significance of the Study:

The teacher is the backbone of educational institutions. It is only when the teacher is effective, student’s learning can be sound . Learning is not only restricted to information, but includes knowledge and character building. The effectiveness of the teacher is yet to be explored and investigated from different angles and perspectives. The effect of spiritual orientation, occupational stress and social support on teacher effectiveness have not been explored. Spirituality is an important dimension which constitutes the value dimension of personality. Spirituality has been found to be an indicator of mental health in psychological studies . In this fast changing world the stress and strain become an invertible reality for the working persons. Therefore, occupational stress seems to be a potential contributor towards teacher effectiveness. Similarly, a teacher also needs social support, emotional support in particular, to work effectively. In the knowledge of present researchers, the influence of these factors on teacher effectiveness has not

been studied as yet . Therefore, the present study is a humble attempt at establishing the effect of occupational stress, social support and spiritual orientation on teacher effectiveness.

OBJECTIVES:

Teacher's effectiveness can be studied from different perspectives. Our main concern is that do spiritual orientation social support and occupational stress contributes towards the effectiveness of teachers. The main objectives of the study are given below:

1. Whether occupational stress has any effect on teacher's effectiveness?
2. Whether social support orientation has any effect o teacher effectiveness.
3. Whether spiritual orientation has any effect on teacher effectiveness.
4. Whether the three independent variables i.e., occupational stress, social support and spiritual orientation will deferentially effect teacher effectiveness among male and female teachers.
5. Whether the three independent variables viz, occupational stress, social support and spiritual orientation will differentially effect teacher effectiveness among subjects classified on the basis of age?

HYPOTHESES:

The hypotheses are presented below in null form:

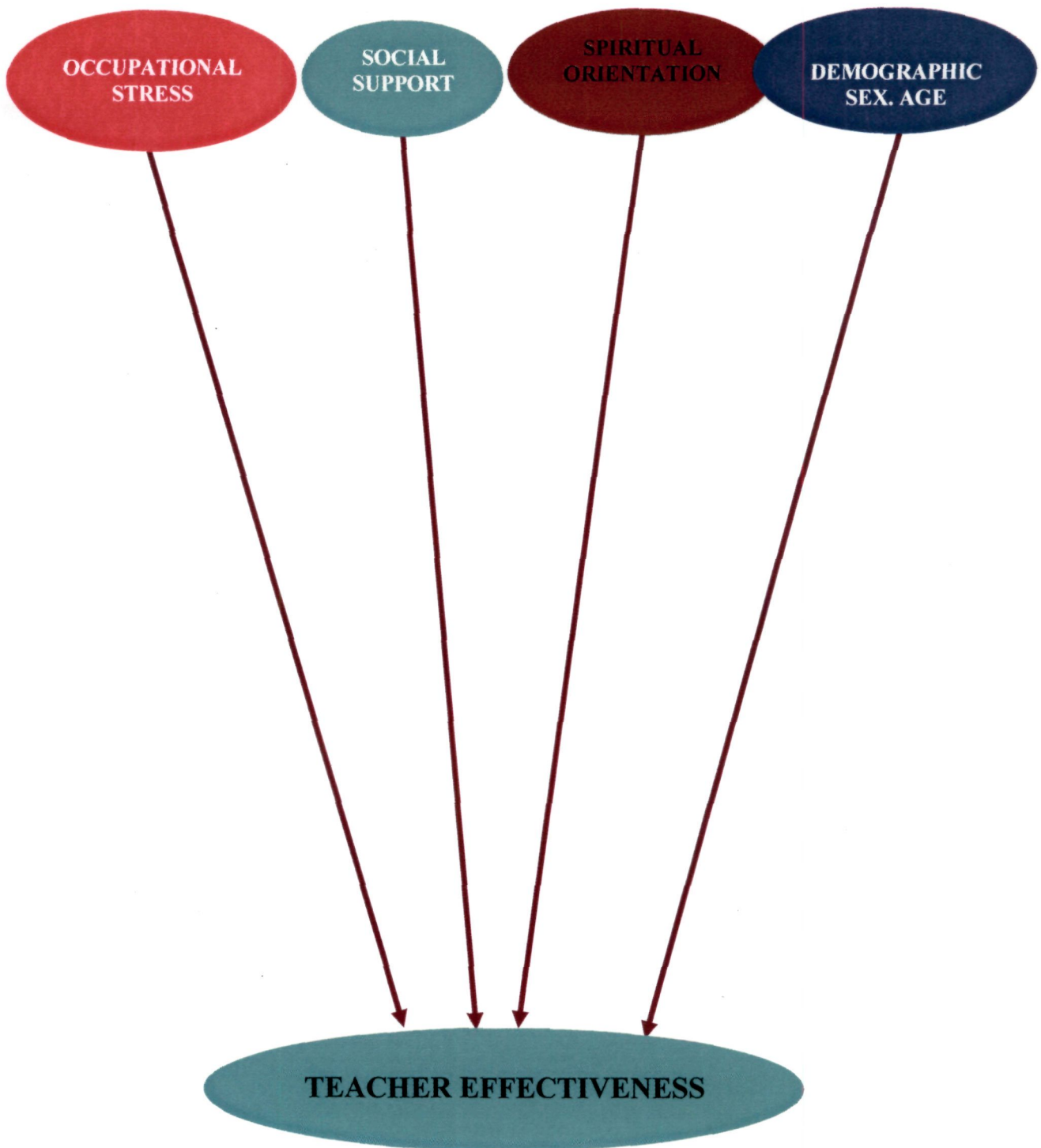
1. Occupational stress, will not have any effect on teacher effectiveness.
2. Social support will not have any effect on teacher effectiveness.
3. Spiritual orientation will not have any effect on teacher effectiveness.
4. Sex will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.
5. Age will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.

Delimitations:

Keeping in view the limitation of availability times resources and various constrains the study was delimited in terms of following.

- D1 The study was confined to only to the A.M.U. teaching staff.
- D2 The study was confined to the college teachers.

HYPOTHETICAL FRAME WORK



Chapter
II
Review
of
Literature

STUDIES RELATED TO TEACHERS
EFFECTIVENESS

Researchers take the advantage of the knowledge which has accumulated in the past as a result of constant human endeavor. It can never be undertaken in isolation of the work that has already been done in the problems which are directly or indirectly related to study proposed by researcher. A careful review of research journals, books, dissertations, theses and other sources of information on the problem to be investigated, is one of the important step in the planning of any research study. During the last decade, several studies have been undertaking to evaluate the teacher effectiveness in various contexts.

More, R.T.(1988) examined the relationship between teaching effectiveness, teaching aptitude and personality traits. On the basis of research findings it was revealed that only 6 factors out of 16 factors of personality (R.B. Catelli) were found to be positively correlated with teaching effectiveness, of which intelligence was the most important factor. Teaching effectiveness and teaching ability have positive correlation. The study attempted to bring an

improvement in the criteria for admission to the teacher preparation programme (B. Ed Training for secondary teachers.)

Y.K. Sharma (1994) conducted a study about the relative importance of teaching skills. The main purpose of the study was to determine the relative importance of various teaching skills in terms of preferences of practicing teachers. Fifteen most commonly described teaching skills were finally retained. Preferences of the teachers were obtained, through the method of paired comparison. Results of the study showed that the teachers considered those skills relatively more important which either promoted maximum student involvement in the teaching learning process or were helpful in accelerating the pace of teaching by compensation for lengthy explanations. On the other hand, the skills retarding the pace of teaching were rated as least important. The skills of promoting pupil participation, using teaching aids and questioning, were thus judged as the most important teaching skills.

Soodak, C. et al. (1995) studied teachers' thinking about difficult to teach students. They investigated teachers,

decisions regarding difficult-to-teach students, their causal beliefs, and their sense of efficacy. Teachers were given a case study asked to indicate (a) how the needs of the students might be met (b) which suggestions they believed were effective, and (c) what they believed to be the cause of the students' difficulties. Results showed that teachers more often suggested non teacher-based strategies than teacher-based ones; and believed that few of the suggested strategies were effective. Teachers who made more teacher based strategies had grater personal efficacy than those who sought solutions elsewhere. Further, teachers tended to attribute the students' problems to home cause, and casual beliefs were found to be related to the type of strategies offered.

Radha Mohan (1997) conducted a study about teaching effectiveness of physical science teacher trainees and certain selected variables. An attempt was made in this study to examine the teaching effectiveness of 148 physical science teacher trainees using an explanatory causal model. The variables included in the study were academic achievement, scientific attitude, interest in teaching and content knowledge. An instrument was devised to measure the different

dimensions of teaching, like cognitive strategies, effective strategies and the like. Besides this standardized tools like Avinash Grewal's science attitude scale, Kakker's interest in teaching scale were used. The results showed that the cognitive strategies were the strongest predictors of teaching effectiveness followed by content. Academic achievement seems to be an important predictor of teacher effectiveness. Using the results of this study, the researcher postulates a revised conceptual path model of teaching effectiveness.

Anne Reynolds et al (2000) attempted to explore teacher retention, teaching effectiveness and professional preparation: a comparison of professional development schools and non professional school graduates: They found no differences in retention in teaching. Principals rated PDS graduates higher in some aspects of teaching effectiveness, though effectiveness was more dependent on the individuals than the programme. PDS graduate felt more satisfied with their preparation than non-PDS graduates did. The results provide evidence for small but significant difference favoring PDS over non-PDS teacher education programmes.

Teachers who abuse: the impact on school communities was the title of a study conducted by Julie et al. (2001). This paper addressed issues that may arise of a teacher or school employee is an abusing pupil within the school community. Interviews were conducted with a number of respondents who had experience situations of abuse within the school context. The incidents used, as case examples, all concern sexual abuse, although the framework developed could be used to examine different types of abuse. The paper concludes that changes in legislation and guidelines can improve practice, but less tangible issues will continue to be involved when dealing with abuse, and that raising awareness of the issues is a key factor.

Martinze, G.R. (1999) conducted a study about teacher effectiveness and learning for mastery. The affect of an excellent or master teacher's use of learning for mastery (LFM) procedures on student learning was examined Although (LFM) research strongly support a procedure effect, close scrutiny suggests a possible teacher-effect/procedural-effect confounding. The authors examined previous researches, reporting a main effect for mastery learning when the teacher

was rated average, but no main effect on an excellent or master teacher. Performance in 9 mastery and 9 traditional classes of intermediate algebra, taught by the different teacher were compared. Findings from 9x9 randomized factorial design that controlled for repeatable or mastery testing, the (LFM) procedure, and pretesting indicated that student achievement in the final examination did not differ across mastery and controlled classes, however, instructor time was more than double in the mastery classes.

Ling Lin et al. (2002) conducted a study about the influence of culture and education on U.S. and Taiwan pre service teachers' efficacy beliefs. Preservice teachers (N=240) at the beginning and ending points of their teacher education programmes in Taiwan and 231 comparable U.S. preserves teachers completed a revised version of the S.Gibson and M.H. Dembo (1984) teacher efficacy scale. Analyses indicated that the preserves teachers in these two countries may have conceptually different-expectations of teaching (e. g. Parental support, social awareness individual effort). However, efficacy beliefs of preserves teachers in these two countries showed a similar pattern regarding the teachers' ability to

adjust their teaching methods to meet the needs of individual children. Results suggest that in both countries, preserves teachers, efficacy beliefs may be influenced by the context of their academic programmes, by their increasing competence and experiences as teachers, and by cultural perspectives.

Milson, A. J. et al. (2002) studied elementary school teachers, sense of efficacy for character education. The authors described the efficacy beliefs of practicing elementary school teachers regarding character education. The character education efficacy belief instrument, developed and validated by the authors, was completed by a sample of 254 elementary school teachers in a large mid western suburban school district. The results suggest that elementary school teachers feel efficacious about most aspects of character education and that teachers who earned their undergraduate degrees from private religiously affiliated universities have a greater sense of efficacy for character education. Further research into the nature and effectiveness of programmes that exist in private religiously affiliated institutions may suggest methods for developing teacher's abilities to provide character education in school.

Lynn C. M. et al (2002) conducted a study about pre service teachers, educational beliefs and their perceptions of characteristics of effective teachers. The purpose of the study was to examine pre service teachers, perceptions of characteristics of effective teachers, as well as to investigate whether these perceptions are related to educational beliefs (i.e. progressive vs. trans missive). Data for the study were collected from 234 preserves teachers enrolled in several sections of an introductory level education class for education majors at a large university in Southern Georgia. During the first week of classes, the authors gave students (a) a questionnaire asking them to identify, rank and define characteristics that they believed excellent teachers posses or demonstrate and (b) a published survey that identified participants educational beliefs as either progressive or trans missive. A phenomenal analysis of responses revealed several characteristics that many of the pre service teachers considered to reflect effective teaching. The following 7 themes emerged from these characteristics: (a) student centered (55.2%), (b) effective classroom and behavior manager (33.6%), (c) competent instructor (33.6%), (d) ethical (29.9%), (e) enthusiastic about teaching (23.9%), (f)

knowledgeable about subject (19.4%), and (g) professional (15.7%). With the Bonferroni adjustment, a series of chi-square analysis revealed no relationship between the 7 perception categories of effective teachers, year of study, preferred grade level for teaching and educational belief. However, significantly more men than women endorsed teacher characteristics that were associated with being an effective classroom and behaviors manager.

Arockiadoss, S.A (2005) conducted a study on teacher effectiveness of college teachers. The study was intended to (i) find out the extent of teacher effectiveness found among the college teachers (ii) study the influence of personal and institutional background in teacher effectiveness of college teachers. The major findings in the study are: (1) The majority of college teachers are effective only at moderate level.

(2) Personal factors, such as age, sex, subject of teaching designation, and academic qualification, institutional background such as type (private, government), nature, (unisex / co-ed), status (autonomous and non autonomous), location (urban, rural) and courses offered have significant influence on various dimensions of teacher effectiveness.

Rajasesekarn, P. et al, (2005) studied relationship between teaching competency and attitudes towards teaching social science among distance learners of B.Ed. with respect to sex, qualifications and years of experience. The results found that the relationship between teaching competency scale and attitude towards teaching social science was positive among women, Bachelors degree-holders and Master degree-holders.

Sushanta Kumar Roul (2004) studied teacher effectiveness of autonomous and non-autonomous college teachers in relation to their mental health. The study establishes that (I) autonomous college teachers are more effective than non-autonomous college teachers in teacher effectiveness. (II) The teachers of autonomous colleges have better mental health than their counterparts in non autonomous colleges. The researcher draws a conclusion that the teachers of autonomous college show better performance than non autonomous college teachers.

Alice Methews, S. (2005) studied the occupations stress of higher secondary school teachers of Laddaki and Kotayam districts in Kerala.

The study reveals that stress is a personal matter and that the perception of the situation enables one to cope with it effectively.

Dhoundiyal, N.C. (2005) studied the teacher expectancy on self-concept of students. The results showed that academic-achievement related

teacher expectancies are not associated with any expectancy congruent changes in the self concepts of students.

Subramonia pillai, A. (2004) studied the impact of practicing on quality teaching practice of teacher trainees. Results show that lack of facilities and lack of spirit and motivation of the school would negatively impact the quality of teaching. The author also argues that the dialogue between the training institution and the school becomes an imperative for keeping the link effectively.

Leonidas kyriakidas et al. (2006) conducted a study about generating criteria for evaluating teachers through teacher effectiveness research. The 42 criteria were classified into six categories which were comparable to the theoretical models teacher effectiveness research. Cypriot teachers considered the criteria related to the “working process” model as the most appropriate for conducting both formative and summative evaluation, while the criteria that emerged from the “school constituencies satisfaction” model and the “Accountability” model were seen as the least appropriate. The study indicated that the appropriateness of the criteria used for teacher evaluation can not be judged unless it is clear or whether they are employed for formative or summative evaluation purposes.

Studies related to Occupational Stress

Blix et al. (1994) analyzed occupational stress among university teachers. The sample included 400 teachers from California state university. Their results indicated that two-third of the teachers perceived stress at work at least 50% of time. The complaints of the teaches included burnout, stress related health problems, lower productivity, inability to cope with work stress and changes considerations, the research related activities were considered to be more stressful than either teaching or the service. A positive perception of ability to manage work stress was negatively correlated with stress symptoms.

A comprehensive study was conducted by **James and Alan** (1994) on work stress-distress of music and mathematics teachers. The parameters used were, six points Likert scale general health questionnaire and Masluch Burnout inventory. The sample comprised of 107 randomly selected secondary school teachers, with median age of 33 years, working in public and private schools in new southwelles. In the sample, sixty one persons were women and 46 were men. The music teachers showed more distress, burnout and negative effects of

work stress as well as attitudes held by others. No teacher in the music group thought music as easiest school subject to teach. On the contrary, 31% of mathematics teachers rated mathematics as easiest subject to teach. Teachers of mathematics group rated them more satisfied than music teachers.

Swatara Devi (1994) find out a significant difference between the job satisfaction of the teacher and their temperament traits. The Thurston temperament schedule was administered on a sample of 250 teacher belonging to 25 schools. She used mean, S.D.N. T. values in the analysis. The result showed no difference between the year of experience of teachers and in service education in relation to the components of temperament traits. She found significant difference between jobs satisfaction of the teachers and the temperament traits.

Safia et. al. (1995) studied occupational stress and locus of control. A study on white-collar employees of Britannia industries. The study assesses the relationship between occupational job stress and locus of control on a sample of 50 white-collar employees of Britannia industries. The results indicate that there is a significant but negative correlation

between job stress and internal locus of control. However, the relationship between external locus of control, and stress was found positive and significant. Further, significant difference between high and low stress groups in relation to both internal and external locus of control was also observed. The results were discussed in the light of recent researches.

Boyal et al. (1995) proposed models of divers of teachers' stress and statistically test their goodness of fit using a stressional equation modeling approach. They found that teacher stress was primarily a direct function of work load and student misbehavior.

Misra et. al. (1995) studied spouse support and quality of marital relationship as correlates of stress. The study attempts to examine spouse support satisfaction (SPSS) and quality of marital relationship (QMR) as related with stress among 50 doctors couples. Stress was measured with the help of semi-structured questionnaire including two components work and family stress. Autonomy and relatedness inventory was used to measure marital quality including three positive and three negative dimensions and a modified version of social support questionnaire was used to measure (SPSS). Spouse support

satisfaction was found to be related with work stress in males, but not in females. The observed relationship between family stress and spouse support was stronger in males than in females, but not statistically significant quality of marital relationship was found to be related with stress, especially with work stress in males but not in females. Family stress, on the other hand, was related with quality of marital relationship in both males and females

Flett and Hewitt (1995) Studied association between perfectionism and indices of job stress and perception of organizational support in 62 teachers. Perfectionism scale, the teacher stress inventory survey, and perceived organizational support were administered. They also assessed measures of Job satisfaction, job expectancy and absenteeism. Positive association was found between socially prescribed perfection and indices of teacher stress, including intensity and frequency of professional distress, emotional manifestations and psychological manifestations. Significant associations was found between socially prescribed perfectionism and low job satisfaction. Self oriented perfectionism dimensions did not correlate to measure of teacher's stress.

Cock burn (1996) studied primary school teachers, using occupational stress inventory by Masluch as tool. They found teachers were suffering from extreme stress and were aware of 35 stress reduction strategies.

Menthai et al. (1996) studied stress in intermediate school's teachers. Seven factors were identified, pupil reactive ness, poor remuneration, curriculum demands recognition, poor working environment, community antagonism and time demands. It was found that higher level of stress were related to lower job satisfaction and reduce commitment to remain in the job in the long term. Absence and sickness was not found to be correlated with stress.

Reddy and Sriniwas (1997) studied impact of gender on stress and teacher effectiveness. No significant relation ship was found between gender and stress. Significant relationship was found between intensity of stress and teachers effectiveness.

Jurado et al. (1998) studied impact of school setting and teaching experience on stress and teacher effectiveness using secondary school teaches in public and private sectors. Questionnaire in socio-demographic information as well as

epidemiologic studies rating scale for depression (C.E.S.D.) were used as tools. The teachers were classified as depressed when they score greater than 16 on the C.E.S.D. score. Results show that 5% of the teacher were above this score and suffered form depression. Logistic regression variables and longer teaching experience were found to inverse the risk of depressive symphology.

The impact of professional isolation and occupational stress was studied by Dussautt et al. (1999). French- Canadian version of U.C. L.A. Loneliness scale and stress inventory were used as tools. Results showed positive correlation between isolation and occupational stress.

Charis Forlin (2001) investigated potential stress of teachers during inclusion. 571 primary teachers were enrolled with child having moderate to serve intellectual disability. Teacher responded to teacher stress and coping (T.S.C.) questionnaire did not appear to be stressful by inclusion issues. Female teachers reported greater stress than male in coping with classrooms issues. Number of years of inclusion and participation in related formal training reduced the stress. The need was felt for identifying the potential stressor related

to inclusion, so that appropriate training and support be provided to teachers.

Keval Poulka (2002) examined effect of hardiness, optimism and self condolence, on occupational stress. Results showed hardiness, optimism, and self-confidence as effective buffering factors against stress input among university teachers.

Trivenis et.al. (2002) conducted a study about gender difference in occupational stress experience among professional and non-professionals. The sample consisted of 300 professionals (doctors and teachers) and hundred non-professionals. The occupational stress index (OSI) developed by Shrivastava and A.P. Sing was used. The results revealed that women professional experience significantly higher occupational stress than men due to under participation. In rest of the dimensions of OSI men and women professionals do not differ significantly. Further, among non-professionals again women showed significantly higher stress than men due to under participation and low status. However, it is also observed that non-professional women tend to show higher role ambiguity and over all occupational stress.

Lowning chi (2003) examined effect of sense of humor or burnout of secondary school teacher. Three aspects of burnout i.e. emotional exhaustion, depersonalization, and personal accomplishment were studied. Beside, a new scale to measure teacher humor specific to school setting was included. Two established humor scales were also used. It was found that burnout was negatively related to sense of humor. Coping with stress were good predictor of emotional exhaustion and personal accomplishment levels. Results also showed that teacher background characteristics were related to level of humor and burnout. Male teachers have greater sense of humor in coping with stressful events more frequently. Female with few years of teaching experience had high level of burnout. The researchers felt that there was a need of intervention programmes for secondary school teachers at risk of burnout.

Ronal et.al. (2003) studied effect work stress, social support and self-doubts on burnout among 362 school teachers and school administrators. Antecedents used including red tape, disruptive students and lack of supervision support. Consequence of burnout included heart symptoms and depressive mood. Questionnaire were used sending the same at

two points of time, one year apart. LISREL analysis showed that predictors had significant relationship with burnout levels, one year later. Burnout served as a mediator between predictors and emotional and physical health outcomes.

Olaleken, M. (2004) conducted a study on stress management strategies of secondary school teachers in Nigeria. The study provides empirical evidence for the management of stress by teachers of secondary schools in Nigeria. The findings indicate that teachers frequently use the active behavioral and inactive (escape) strategies in managing stress. This is an indication that the average Nigerian teacher prefers to organize him/her self in such a way that his/her pedagogic duties will not be hampered by domestic chores. It also implies that, whenever the teacher is stressed, he/she consoles him/herself with the fact that work is not everything and therefore feels less stressed. The active cognitive strategies are used by the teacher. Their feeling is that nothing probably can be challenged in stressful situations. The teachers also expressed mixed feelings about the adoption of inactive behavioral strategies. While the majority of the teachers never engage in physical exercise or, say, watch films in order to

manage any stressful situations, they prefer to keep any from, any situation that could cause stress, as well as endeavoring to separate themselves from people who cause stressful situations.

Studies related to the Social Support

Sing (1990) examined the relationship between levels of occupational stress and social support in 113 flight nurses. Subject reported low levels of occupational stress and high level of social support. Significant negative correlation were found between social support and 3 out of 4 occupational subscales, job satisfaction, organizational stress and somatic distress. High levels of perceived social support were associated with low levels of perceived occupational stress.

Buunk et al. (1992) analyzed classic and contemporary social comparison theory and social change theory as two technical perspectives particularly useful in understanding social support. These perspectives were employed to explain seemingly paradoxical phenomena in the domain of social support. The author, further advocated that support sometimes has negative effects. The occurrence of stress itself can sometimes decrease the availability of support resources, and

people believe that they give more support, than they receive and that there is more support available for them than for others.

Van Der et al (1993) examined the differences between 80 males and 75 females managers in work in work stress, social support and strains (depression, health problems and job satisfaction). It was found that both work and life support were negatively correlated with work stress, only support was strongly related to reducing work stress and was positively reacted to each measures of strains. Life support were negatively related to depression, unrelated to perceived health problems and positively related to job satisfaction. The study did not find that the women experience more stress and strains that did men.

Cheuk and Wong (1995) pointed out the difficulties that 80 teaches encountered in the their work, the extent which the job related difficulties would induce burnout, and whether or not social support could buffer the adverse effects of stress on burnout. In service teachers enrolled in a teacher training programme filled out the stress inventory for teacher and questionnaires addressing social support and burnout. Result

indicate that difficulties with other teachers, supervisors, students and parents of students were associated with burnout. No support was obtained for the prediction that social support from other teachers supervisor and family member could counteract the adverse effects of job stress.

Ray and Miller (1994) investigated the role of social support. from both intra-and extra-organizational sources in reducing home/work stress and buffering its impact on burnout. 119 nurses or nursing assistants in a nursing home completed a questionnaire about home work stress, sources of support, burnout, and demographic information subjects with children and married subjects cohabitating with their partners were particularly vulnerable to home work stress. Increased levels of family support were associated with increased levels of emotional exhaustion, and perception of co-workers supports were related to higher levels of emotional exhaustion during periods of home/work stress. High levels of depersonalization of nursing home residents were associated with high levels of home stress and low levels of supervisory support.

Sheffield et al. (1994) examined the relationship between stress and social support, and indices of psychological and

physical health among 88 secondary school teachers. Bivariate correlation analysis revealed associations between life and job stress and a variety of general health questionnaire measure of psychological well-being. Job stress was also correlated with self reported short term sickness from work. social support measures did not generally predict psychological health outcome measures. In contrast, neither stress nor social support measures were related to self report physical health problems or long-term sickness absence. Results indicate that self-reported stress was largely associated with psychological well-being and was not substantially related to indices of physical well-being.

Walsh et al. (1995) assessed the ways in which partner support and gender mediate the individual's experience of active coping in unemployment. The results revealed the impact of gender and partner support on the meaning values and impact of purposive activity in a sample of 75 unemployed women and men with dependent children. Subjects with supportive partners reported better relationship quality lower severity of problem and a lower incidence of use of both active and avoidance coping strategies and less reliance on the

support of professionals. Women reported poorer relationship quality, which lack of support from partners had a much greater effect on women. Unsupported women reported higher problem severity and a greater need for practical help, outside the family.

Pradhan and Misra (1995) explored spouse support satisfaction and quality of marital relationships related to stress among 50 doctor couples. Results show that spouse support satisfaction was related to work stress in men but not in women. Quality of marital relationship was related to stress, specifically to work stress in men. Family stress, on the other hand was related to the quality of marital relationship in both men and women.

Madhurima et al. (1995) studied spouse support and quality of marital relationship as correlates of stress. The study attempts to examine spouse support satisfaction (SPSS) and quality of marital relationship (QMR) as related with stress among 150 doctor couples incidentally selected. Stress was measured with the help of semi-structured questionnaire including two components work and family stress. Autonomy and relatedness inventory was used to measure marital quality

include three positive and three negative dimensions and a modified version of social support questionnaire was used to measure SPSS. Spouse support satisfaction was found to be related with work stress in males, but not in females. The observed relationship between family stress and spouse support was stronger in males than in females, but not satisfactorily significant, Quality of marital relationship was found to be related with stress, especially with work in males but not in females. Family stress, on the other hand related with quality of marital relationship in both males and females.

Ponam Sing et al. (1997) conducted a study about social support, mental and physical health status of Indian nurses. The study examined the relationship between social support, mental and physical health of married nurses (N=200) in the age range of 35 to 40 years. They had at least five years work experience. Results revealed that perceived actual and expected social support scores were significantly negatively correlated with mental and physical health and self-esteem scores (PLO,.05 to ,01). It was also observed that husband and colleague's high actual support was associated with better mental and physical health (PLO, 05 to 01). Finally, results of

step-wise multiple regression analysis revealed that actual information and colleagues actual support contributed 24% of variance in total mental health scores. In physical health scores, actual practical support and expected informational support accounted 20% of variance. Husband, colleagues, servant and total actual support contributed 11.6% of variance in self-esteem scores. Results were interpreted in the light of theoretical models and cultural context.

Archana et al. (1998) conducted a study about social support as a moderator variable of occupational stress and organizational commitment relationship. Moderated regression analysis confirmed that social support has a moderating effect on the occupational stress and organizational commitment relationship.

Thakur (1999) conducted a study about daily hassles, well being and social support: experience of employed women in India, role of social support in daily hassles and well being experience of women was studied considering the complexity of social support, three measures of social support were used. It was found that though the employed women experience more hassles and received lesser support than their

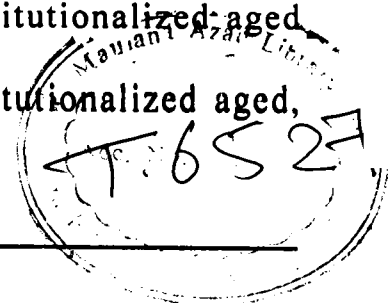
unemployed counterparts. They enjoyed better well being. Resources generated by employment (e.g. Income, status etc.) appear adequate not only to cope with stress emanating from multiple role but also enhance well being.

Sud, A. et al. (2002) studied job related stress, social support and trait anxiety among school teachers. In this study, the effect of three variable combination of job stress, social support and trait anxiety has been studied for school teachers, by treating trait anxiety as an independent variable. The sample was comprised of 200 school teachers of private and government schools. Teacher stress survey and social support questionnaire by House and well (1978), and social provision scale were used for collecting data. Results showed that, along with many emergence of clear correspondence between co workers support and provision of reassurance of worth, ensures the moderating effect of co worker's support for Indian teachers. The implications of these findings for the development of stress reducing pogrammes for teachers have been put forth.

M.Anis-ulHaq et al. (2001) conducted a study about Burnout and organizational sources of social support in Human service

professions. A comparison of woman doctors and nurses. They investigated the difference between women doctors and nurses on home-work stress, burnout, and its three dimensions. The role of organizational sources of social support in reducing the home-work stress in burnout was explored. Data were collected from 143 women (69 doctors and 73 nurses) working in public hospital of Lahore. Results indicated that the nurses were significantly different from women doctors in the levels of depersonalization of others and reduced personal accomplishment dimensions of burnout. Results also suggested that the relationship between home-work stress and burnout was moderated by organizational sources of support predominantly in nurses.

Radhey Shaam et al. (2002) conducted a study of depression, self-esteem and social support amongst institutionalized and non institutionalized aged. Black depression scale and self-esteem inventory were used. Social support questionnaire was also administered to assess the perceived availability of numbers of person available for support and the level of satisfaction. Findings revealed that non institutionalized aged subjects were more depressed than the institutionalized aged,



where as self-esteem was found to be higher in non institutionalized aged subjects. Findings are discussed in the light of relevance of such studies for institutional and non institutional care of the elderly.

Bailey et al. (2003) studies parenting after divorce: non residential parents perceptions of social and institutional support. This paper seeks to determine from the non residential parents, perspectives, how social and institutional systems promote and hinder continued parenting following divorce when they live long distances from their children. Semi-structured telephone interviews with 306 non residential parents living 50 or more miles from their revealed social and institutional systems provide both assistance and barriers to parents following divorce. The challenge of continuing with their identity and role as a parent and family member was shown through their interactions with schools, religious institutions and work places, as well family and friend.

Bettina et al. (2004) conducted a study about predicating maternal relativity sensitivity; the role of infant emotionality, maternal depressiveness/ anxiety and social support. It was hypothesized that an accumulation of unfavorable conditions,

i.e. high negative emotionality of the infant, maternal depressing and anxiety lacking social and emotional support can attenuate mothers' reactivity/ sensitivity. Maternal reactivity / sensitivity was observed during home visit and in the laboratory. Infant negative and positive emotionality was assessed by mothers, reports and behavioral observation maternal depressiveness/ anxiety as well as social support were assessed via questionnaire. A Mothers were precipitous and had healthy infants. Data collection was conducted at the infant, ages of four mother (37 days) and eight mothers (33 days). The sample consisted of 19 male and 8 females infants; (four mother measurements) where as the process of single risk factor was not related to natural reactivity/ sensitivity, the combination was, a decrease in maternal reactivity/ sensitivity over the course of time was demonstrated for mothers who had to deal with high negative emotionality of the infant in combination with either high depressiveness / anxiety or low social support at the infant's age of four months. No significant mean or interaction effect could be shown for infant positive emotionality.

Studies related to spiritual orientation:

Everts and Agee (1994) highlighted issues involved in the inclusion of spirituality in professional counselor education programmes. The author has discussed the necessity of a careful definition of spirituality, and clarified how it affects the programmes content.

Rasmussen et al (1994) assessed the relative contributions of spirituality and religiosity to levels of death anxiety. Results of step-wise multiple regression reveal that spirituality had a significant negative relationship with death anxiety. As the degree of certainty with respect to life after death greater level of satisfaction with life, and grater feeling of purpose in life increased and level of death anxiety decreased. No significant relationship was found between religiosity and death anxiety, but female subjects reported higher levels of death anxiety than did males.

Linda M. C. (1995) has conducted a study about age differences in mystical experiences among the Indian migrants to America. She collected data from 403 Indian migrants residing in California state. She used spiritual well being inventory by Jeffery S. Levin to collect the data. Results

showed that composite mysticism scores increased with younger age cohorts. Further, private and subjective religiosity are found positively related to over all mystical experiences. The organizational religiosity was inversely related.

A series of studies on spirituality has been conducted by **Roquiya,Z.** In one of her studies she found need aggression and spirituality to be inversely correlated. Need aggression was found to be a negative predictor of spirituality (1993).It was suggested that some sort of spiritual intervention is necessary to deal with violence and aggression.

In a factor Analytic study of dimensions of spirituality she found two factors. Factor I was named “value dimension of spirituality”. It consists of meaning and purpose in life , mission in life , sacredness, idealism and altruism. The II factor was named as “experiential dimension of spirituality”, which consisted of transcendental dimension and fruits of spirituality. (Roquiya Zainuddin, 1994)

Suyemoto and Mac Donald (1996) utilized a flexible, data-drive research method to derive an inductive theory concerning the content and function of religious beliefs. Data from interviews with 18 undergraduates were content analyzed yielding seven distinct belief domain higher power, creation,

soul, after-death, spiritual connections with others, fact and super natural occurrences function domains for each content domain, and for belief systems as a whole were preliminarily identified.

Helminiak (1997) argued that religion often fosters or, at least, supports violence. The solution to the current impasses between Church and state is to tease apart religion and spirituality and to elaborate spirituality based on the universal inner makeup of human beings. The self-aware and self transcending dimensions of the human mind that can rightly be called spirit, and the notion of authenticity, contribute to the understanding that, apart from religion, God, or theoretical speculation, the human being solidly grounds spirituality inherent in humanity as such, spirituality is essential to any society. It is stated that focusing spirituality as the link between theology and psychology can be a major breakthrough in addressing the problems of our age.

James and Samuels (1999) examined the relationship of common high stress life events and measures of adult spiritual development. Results support the hypothesis that the experience of high stress life event is associated with a

universalistic spiritual orientation, but not the hypothesis that intrinsic religiousness is related to experience of such events. Males support the hypothesis that faith stage is associated with the experience of high stress life event only. This study leads support to earlier case-history reports, which indicated that spiritual growth could be a contractive consequence of highly stressful experiences.

Christian Smith (1999) studied about the impact of religion on self. Data were collected from Michigan University secondary schools. Sample comprised of 2, 478 high school seniors. Multiple regression analyses was used. Results showed that high school seniors who considered themselves religious had significantly higher self-esteem. They held more positive attitudes about life than did their less religious peers. The study also revealed a statistical association between religious attitudes and higher self-esteem among 12th girds, who went to religious services at least once a week, or professed deeply held spiritual views. 31 percent of all 12th graders, who attended services weekly, and additional 30 percent who said religion was very important to them, were

significantly more likely to enjoy life than nonreligious students, in addition they

- Think their lives to be useful,
- Feel hopeful about their future,
- Are satisfied with lives,
- Enjoy being in school.

Ellis, Vinson and Ewigman (1999) assessed family physicians, spiritual wellbeing, identified their perceived barriers to discuss spiritual issues with patients, and determined how often they have these discussions nearly all respondents considered spiritual well-being an important health component. Fear of dying was the spiritual; issue most commonly discussed and less than 20% of subjects reported discussing other spiritual topics in more than 10% of patient encounters. Barriers to addressing spiritual issues included lack of time, inadequate training for talking spiritual histories, and difficulty in identifying patients who want to discuss spiritual issues. Subjects believe spiritual well being is an important factor in health and reported in frequent discussions of spiritual issues with patients and infrequent referrals of hospitalized patients of complaints.

Young et al. (2000) used the human spirituality scale, Beck depression inventory, state-trait anxiety inventory and the life experience summary to examine how spirituality moderates relationship between negative life experience and psychological adjustment, operationalized for this study as levels of depression and anxiety subjects were 303 male and female enrolled in psychological course aged 18-29 years. Results suggest that spirituality provides a significant moderating effect for both depression and anxiety. The moderating effect was stronger for depression than for anxiety.

Pederson et al (2000) examined the relationship of spiritual self-identity related to religious state orientations and religious attitudes with the help of who am I? scale, the religious life inventory and the religious attitude questionnaire, respectively, 315 undergraduates from four universities participated in the study. Their findings suggest that spiritual self-identity is a salient feature of self-identification and contributes to the research literature on religiosity.

Mansager (2000) explored religion and spirituality by mean of the presidential address of two prominent scholars-one in the presidential address of the psychology of religion, the other in the field of spirituality. Reviewing the history provides differentiation between spirituality and religion as a personal transformative experience and spirituality as an academic discipline studying that experience. The author presents Adler's psychological theory as a key component for understanding religion and spirituality, as constituent aspects of humanity, can be understood with out appeal to a dualistic supernatural reality.

David, et al. (2003) studied the challenge of spiritual diversity. Can social work facilitate an inclusive environment. Social workers, growing interest in spirituality raises the issue of spiritual diversity. Demographic data indicate that the profession is not reflective of the larger society. With theist population such as evangelical christens being significantly under repressed. As social workers write with how to integrate spirituality and religion into social works the lack of the theist voices may hinder their ability to understand the unique world view of evangelical and other theist indeed, the non-theist

majority in adamantly shape the progressions emerging spirituality paradigm in such a manner that actually impairs social workers ability to work with spiritual minorities. The author concluded by examining how the under representation effect clients and suggest a number of steps to facilitate a move diverse profession that foster respect for spiritual minorities.

Chapter

III

Methodology

METHODOLOGY

The methodology followed in conducting the study plays a prominent role in determining the dependability and usefulness of the findings.

Identifying and defining the nature of population, techniques used to select the representative sample and efficiency of the techniques used in data analysis are the important process of an investigation which requires immense care and expertise on the part of the investigator.

Sample of the Study:

Samples is one of the most important aspect of the methodology followed in an investigation. The sample for the present study consisted of two hundred and seventy teachers (Lecturers, Reader and professors) of the various faculties of Aligarh Muslim University. The number of teaching staff at Aligarh Muslim University, according to the annual report 2004-05 of the university, prepared by the central section Registrar office A.M.U., is 1261. Originally three hundred and fifty teachers were randomly selected from the teaching staff list and were requested to participate in the research work. Out of three hundred fifty teachers only 270 teachers responded to the tests and inventories, which were given to them. Both male and female were included in the sample. One forty teachers among the respondents were Lecturers, and eighty were Readers and fifty others were Professors.

Sex wise breakup of sample

Male	=	200
Female	=	70

Age wise breakup of the sample

Below 40 years	141
Above 40 years	129

On the whole the sample is representative of the teaching community of A.M.U.

TOOLS

Four tests were used in this study. The details of the all tests are as follows.

1. Teacher effectiveness scale by Kumar and Mutha (1974)

It is a likert type scale. It has been developed for identifying effective/in-effectives teachers both for applied and research objectives. Initially, the Teacher Effectiveness scale consisted of 93 items selected on the basis of previous studies and interviews, with 30 secondary school teachers, 25 principals of secondary schools and 15 teacher educators and lecturers of psychology. These items belonged to the following teaching behavior categories.

- (i) Information sources
- (ii) Motivation
- (iii) Disciplinarian

- (iv) Advisor and guide
- (v) Relationships with people, fellow teachers, principals and parents.
- (vi) Teaching skills
- (vii) Co-curricular activities
- (viii) Professional knowledge
- (ix) General appearance and habits
- (x) Classroom managements
- (xi) Personality characteristics

These 93 items belonging to eleven different teaching aspects were given to a group of 25 experts for their opinion and comments. These were discussed with 20 teachers and 10 principals of secondary schools. In view of the criticism and comments offered by experts, teachers and principals of secondary schools. Twenty two items were modified or rewritten. These items showed hundred percent agreement amongst judges as related to teacher effectiveness.

The teacher effectiveness scale in its final form consists of 69 highly discriminated items (Kumar and Mutha. 1974).

Reliability: The spilt half reliability (correlating the odd even items) of the scale. Applying the Spearman Brown formula is found to be 67 (N=100) with an index of reliability of 82. The test retest reliability of the

scale is also studied. It is found to be 75 (N=6) with an index of reliability of 85 with two months interval time (Kumar and Mutha 1974).

Validity:

Only highly discriminating items are included in the scale. The upper 27% and lower 27% served as criterion groups (Garret 1961).

Discriminating value of each item has been determined by calculating C.R. on the basis of the responses of upper and lower groups. The face validity of the measures is fairly high. The content validity is ensured as the items for which there has been 100 percent agreement among judges regarding their relevance to teacher effectiveness, are included in the scale. Further, the scale has been validated against principals rating and staff rating is found to be 77 (N = 50).

Scoring: All the items of the scale are positively worded items are scored as "1", "2", "3", "4", "5" for strongly agree, agree, undecided, disagree strongly disagree respectively. The total score of the respondent is obtained by adding the scores given for each items in the scale.

Occupational Stress Index (OSI) By Shrivastava and Singh. (1984)

It purports to measure the extent of stress which employees perceive arising from various constituents and conditions of their job. The scale consists of 46 items, each to be rated on a five point scale. Out of forty six items, twenty eight are true keyed and rest eighteen are false-keyed.

The item relates to almost all relevant components of the job life which cause stress in some way or the other, the components included in the test are role over-load, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for persons, under participation, powerlessness, poor peer relations, intrinsic impoverishments, low status, strenuous working conditions and un-profitability.

Reliability: The reliability Index ascertained by split-half (odd-even) method and Cronbach's alpha coefficient for the scale as a whole were found to be .935 and .90 respectively. The reliability indices of the 12 subscale were also computed through split half method.

Validity: The validity of O.S.I. was determined by computing coefficient of correlation between the scores on O.S.I. and various measures of job attitudes and job behavior. The employees scores on the O.S.I. is likely to positively correlate with the scores on the measures of such job related attitudinal and motivational and personality variables which have proved lowering or moderating the level of occupational stress. The coefficient of correlation between the scores on O.S.I. and the measures of job involvement (Lodhal and Kejner, 1965), work motivation (Srivastava, 1980), Ego strength (Hasan, 1970) and job satisfaction (Pestanfe, 1973) were found to be .56 (N = 225), -.44 (N = 205) and -.51 (N = 500), respectively. The correlation between the scores on the O.S.I. and the measure of job anxiety (Srivastava 1974) was found to be .59 (N = 400).

Since the questionnaire consists of both true-keyed and false-keyed items two different patterns of scoring have to be adopted for two types of the items.

Significant Others Scale (SOS) By Power and Champion (1988)

The scale measures different functional resources of social support that may be provided by a number of significant role relationships within an individual social network. The name of this scale is the significant others (SOS) scale by A.J. Power and Champion ,1988).

A 12 × 10 grid was produced as follows: first a set of items that reflected either emotional support or practical support was collected from a number of serial support questionnaires which were currently in use (e.g. Barreta, 1981, Champion, 1985 Henderson et al, 1981 Bashma and Sarason, 1983 and Surtecs 1980), and further items generated by the authors. Redundant items were disposed from the list and those items that in the authors views were conceptually related were combined to form eight items. The aim was to generate five items for each of the two categories of emotional and practical support. The following items were selected for emotional support.

1. Trust, talk to frankly and share feeling with;
2. Lean on and turn in times of difficulty;
3. Get interest, reassurance and a good feelings about yourself;

4. Get physically comfort;
5. Resolve unpleasant disagreements if they occur.

The following five items were selected to measure practical support

6. Get financial and practical help;
7. Get suggestions, advice and feedback;
8. Visit them or spend time with socially;
9. Get help in an emerging
10. Share interests and hobbies and have few with

In the questionnaire, all 10 items were preferred with the phrase “To what extent you can” and they written along the ordinate axis of the grid.

The columns of the grid consisted of the manners of potential relationships that the average person might expect to engage in; mainly (spouse or partner, mother father, closest child, best friend closest brother and sister) In addition, there was a twelfth column labeled “other” in which the respondents were asked to state the relationship to them of any other individual who was important, but who had not been included in the named categories.

Two versions of the 12×10 grid were produced. The first was labeled “actual” support and the respondent was asked to rate each currently applicable relationships on each of the support functions. A 1 –

7 scale was used from 1 – never to 7 = always. If a relationship was not applicable, then respondent was asked to leave the column blank. The second version of the grid was rewarded to measure the “ideal” level of support that the respondent would have liked for each of the relationship that were currently applicable. Again they were asked to rate each relationship on each of the functions on a 1 – 7 scale.

Reliability: Seventy three of the women completed the significant other scale at two points in time six months apart the test-retest correlations for the four support scores were all highly significant and ranged from 0.73 to 0.83. These correlations are based on scores calculated when ratings were provided on both occasions for the same role relationships. The correlation between the quantitative measure and the follow up of = 0.646 shows that there were some changes in the size of the network of significant other during the six month period.

Validity:

The respondent's scores on the GHQ-28 were used to divide the time 1 sample into three groups.

- (I) Non-case (n=34) those respondents who scored zero on the sample the scale and zero on the depression subscale.
- (II) Non-depressed case (n = 27) respondents who scored > 4 on the complete scale and > 5 on the depression subscale.

- (III) Depressed case (n = 15) respondents who scored > 4 on both the complete scale and the depressed subscale.

Spiritual Orientation Inventory (SOI) By Elkins, et al. (1988)

This inventory was constructed by Elkins et al. (1988). It is a measure based on humanistic model to measure spirituality more comprehensively without equating it with narrow religions believes rituals and practices. In fact Elkins et al. has made the pioneer work towards operationally defining spirituality and constructing a test to measure it. The first step in the actual construction of the inventory was the generation of an item pool covering the nine components of spirituality drawing on the information from the review of literature and interviews with the highly spiritual persons, and examination of other published measures.

The author initially wrote two hundred items for the inventory. The second step was a preliminary item delimitation and content validity study. The 200 item were presented to five experts in psychology and spirituality for evaluation. The experts were instructed to consider their total reaction to an item. Including, but not limited, to such criteria as clarity, readability, goodness of fit with the factor of spiritual, by under consideration and their own agreement or disagreement with the content of the item as being relevant to spirituality. These experts' evaluations

were used to for eliminate all items that failed to achieve average rating of about 4. This procedure passed the inventory down to 157 items; these 157 items were used in the construction of the preliminary form of the inventory. Thus the initial "research form" of the inventory consisted of 157 statements reflective of nine dimensions of spirituality. Through statistical studies, the inventory was further delimited to 85 items. Subjects were instructed to indicate agree of agreement or disagreement with each item using the following guide. (1) Intensively disagree (2) strongly disagree (3) disagree (4) uncertain (5) Agree (6) strongly agree (7) intensively disagree. Below are the nine subscales of the spiritual orientation inventory (S.O.I), which are based on nine components of spirituality.

1. Transcendental dimension subscale: This consists of 13 items.
2. Meaning and purpose subscale. This consists of nine items.
3. Mission in life subscale: this consists of nine items.
4. Sacredness of life subscale: This consists of fifteen items.
5. Material value subscale: This consist of six items.
6. Altruism subscale. This consists of seven items.
7. Idealism subscale: This consists of ten items.
8. Awareness of the tragic subscale: This consists of five items.
9. Fruits of spirituality subscale: This consists of ten items.

The scoring involves simply summing the numbers circled. There are some negatively scored items, and on these items the scoring is simply reversed, i.e. a7 becomes a1, a6 becomes a2 etc.

Elkins (1988) conducted a through alpha reliability study using data from 96 administration of the inventory. In this study alpha ranged from 81 to 98 for the nine scales.

Laurie and Elkins (1988) conducted a construct validity study of the inventory by comparing the scores of 24 adults nominated by a panel as highly spiritual persons with the scores of 96 graduate students in psychology.

The research hypothesis was that the high spirituals would score significantly high on the spiritual orientation inventory than the graduate students. Data analysis by means of one tailed t-test indicated that the total inventory and eight of the nine subjects significantly differentiated between the two groups in the direction specified.

The number of the items in the inventory were delimited by statistical analysis. Mann Whitney was used to identify those individual items that significantly differentiated between the high spiritual and the others in the study noted in the preceding paragraph. Using this approach, the number of inventory items was reduced to 85. Thus as 85 items research form of the inventory is now available. On this shorted form, alpha ranged from 75 to 95 on the nine scales. **Ruquiya, Z.(1993)** has also determined the

reliability and validity of this spiritual inventory on an Indian sample in the following manner. The reliability was determined by Kuder Richardson method for 9 dimensions of the spirituality. This method gives us a coefficient of internal consistency item heterogeneity under error variance. She obtained the following reliability coefficients of each of the 9 dimensions of spirituality.

Reliability Coefficients

Transcendental	-	91
Meaning and purpose	-	76
Mission in life	-	90
Sacredness	-	65
Material values	-	88
Altruism	-	80
Idealism	-	78
Awareness of the tragic	-	78
Fruits of spirituality	-	91

Validity was determined by selecting external criteria. When the scoring was completed for all subjects, subjects were selected from the high, average and low spirituals determined on the basis of P25 and P75. Those subjects were then given a small questionnaire regarding the incidents of peak experience which was devised by Wuthrow (1978). This

questionnaire served as an external criteria for the determination of validity of the spiritual orientation inventory.

DATA COLLECTION

The data for the study collected from March 2002 to April 2003. Each teacher has uses given separate questionnaires, which were filled in two setting, important instructions regarding the questionnaires were given to teachers for completing the questionnaires. The data were gathered individually by the investigator.

Scoring:

The scoring of the tests was done according to the instructions provided in the manuals in the scales and inventories.

Data Analysis:

The data collected in this study were subjected to Multiple Regression Analysis. Multiple Regression Analyses were conducted to find out the contribution of occupational stress , social support and spiritual orientation on teacher effectiveness .The dependent variable in this study is Teacher effectiveness, whereas the spiritual orientation, occupational stress and social support constituted the independent variables. Multiple Regression Analysis is quite flexible to access two or more predictors (IVs), at a time to see their influence on criterion variable (DV) . This method not only tells us about the relationship between dependent and

independent variables, but also the nature of the relationship i.e. the contribution of predictors (IVs) to criterion variable (DV) . In stepwise method, predictors enter to the equation stepwise one after the other on the basis of their highest correlation with criterion variable.

Chapter IV Results And Discussion

RESULTS AND DISCUSSION

The present study intends to investigate the effect of occupational stress, social support and spiritual orientation on the effectiveness of colleague teachers. For studying the influence of these independent variables on the dependent variable, stepwise multiple regress analysis was used as a statistical technique. The below given tables give the detailed description of the effectiveness of the college teachers. The table of correlation is attached here.

Table of Inter Correlation

TABLE,I

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Transcendental																													
Meditation	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Stress	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Stressors	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Healer	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712	.712
Adverse	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Adverse	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Teach	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Feeds	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Spiritual Orientation	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917	.917
Role Overload	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Role Ambiguity	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Role Conflict	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Unreasonable Group & Political Pressure	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Responsibility for persons	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Under Participation	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Poorness	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Poor Peer Relation	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Intrinsic Improvement	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Low Status	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Stressors Working Condition	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Unpredictability	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Occupational Stress	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Actual Emotional Support	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Ideal Emotional Support	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Actual Practical Support	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Ideal Practical Support	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Social Support	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837
Teacher Effectiveness	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837	.837

* Correlation is significant at the 0.01 level (2-tailed).

Results & Discussion

The inter correlation between different variables (26 in numbers) is presented in table I. The nine dimension of spirituality are significantly and positively correlated with each other. The value range is from .71 to .95. The dimensions of occupational stress correlate with spiritual orientation negatively and significantly. The dimensions of occupational stress correlate with each other significantly and positively. The value range is from .61 to .95.

The dimensions of social support correlate positively and significantly with spiritual orientation. The value range from .56 to .79. The dimensions of social support are correlated with each other positively and significantly. The value range is from .80 to .93. Teacher effectiveness correlates significantly and positively with all the dimensions of spiritual orientation. The value range is from .46 to .62.

Teacher effectiveness correlate with all the dimensions of occupational stress negatively and significantly. The value range is from – .62 to .71. Teacher effectiveness correlate with all the dimensions of social support positively and significantly. The value range is from .63 to .70

Results & Discussion

Stepwise Multiple Regression Analysis

The result of Multiple Regression Analysis of total sample of teachers is presented in table II, II (a) and II (b).

Table – II

		R	R²	R² Change	F.Change	df	Sig.f.change
1	Occupational Stress	0.713	.508	508	277.158	268	.000
2	Social Support	.720	.518	009	5.140	267	.024

Table II (a)

ANOVA FOR REGRESSION

(1)

Model	Sums of Squares	df	Mean square	F	Sig
Regression	181830.10	1	181830.101	277.158	.000
Residual	175821.69	268	656.051		
Total	357651.80	269			

(2)

Model	Sums of Squares	Df	Mean square	F	Sig
Regression	185150.98	1	92575.490	143.290	
Residual	172500.82	267	646.070		
Total	357651.80	269			.000

Table II (b)**Coefficient for Regression**

	Model	Standardized coefficient		Standardized coffic		Sig
		B	Str. Error	B		
1	(constant) Occupational stress	366.737 - 535	4.402 0.032	- 713	83.315 - 16.648	.000 000
2	(Constant) Occupational Stress Social Supp.	.720 - 331	31.679 0.095 0.185	- 442 - 288	9.331 -3.485 - 2.267	.000 .001 .024

Above tables show significant predictors of teacher effectiveness among major variables viz.sex, gender, occupational stress, social support and spiritual orientation. Stepwise Multiple Regression Analysis shows that there are two independent variables which are significantly related with teaching effectiveness of our subjects. Occupational stress has entered in the first step, showing itself as the most significant predictors among all five variables. Multiple R value at this step is .713, which shows that the predictive power of this variable is 71.3%. R square value is .508, which shows that only occupational stress is causing 50.8% of total variances in teaching effectiveness (Rest of the 49.2% of variance is due to some other reasons) .R square change is showing amount of change in variance due to this predictive independent variable.

Beta coefficient is -0.331 which shows that occupational stress is negatively associated with teaching effectiveness. This means that each unit increase in the level of occupational stress will result in decrease of the level of teaching effectiveness by 0.33 units (provided that the effect of all other independent variable is kept constant). The t value shows the significance of Beta coefficient in this regression model.

In second and final step social support has entered as second significant predictor in this model. Multiple R shows the predictability of this variable as 72% ($R = 0.72$) R square value is 0.518 . Which shows that occupational stress and social support are jointly causing 51.8% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient is 0.422 , which shows that social support is positively associated with teaching effectiveness in such a way that each unit increase in the level of social support will cause a decrease of 0.422 units in the level of teaching effectiveness (provided that the effect of all other variable is held constant). The t value shows the significance of Beta coefficient which is significant at 0.5 level of significance. The t value of occupational stress ($F = 277.15$) and social support ($F = 143.29$) are found to be significant beyond 0.1 level. Hence it is concluded that occupational stress and social support contribute significantly in determining teacher effectiveness in total sample in different ways.

Stepwise Multiple Regression Analyses for Male teachers**Table III**

Independent Variables	R	R Square	R2. Change	F.Change	df	F change
Role Ambiguity.	0.691	0.478	0.478	187.373	205	0.000
Role Ambiguity., Unreasonable. Group. & political. Pressure	0.702	493	0.015	6.071	204	0.15

ANOVA FOR REGRESSION**Table III (a)**

Model	Sum of square	df	Mean square	F	Sig
1. Regression	136362.52	1	136362.520	187.373	0.000
Residual	149190.42	205	727.758		
Total	285552.94	206			
2. Regression	140673.85	2	70336.941	99.039	0.000
Residual	144879.06	204	710.191		
Total	285552.94	206			

Coefficient for Regression**Table III (b)**

Model	Un-standardized Coefficient		Standardized Coefficient	T	Sig
	Beta	Std. Err	Beta		
1. Constant	364.920	4.780	– .691	75.514	0.000
Role Ambiguity.	– 5.639	0.412		– 13.688	0.000
2. (Constant)	364.920	4.992	70336.941	73.106	0.000
Role Ambiguity	– 3.746	0.869	710.191	– 4.314	0.000
Unreasonable group and political . Pressure.	– 2.354	0.955		– 2.464	0.015

Above tables show significant predictors of teacher effectiveness among major variables. Viz. sex, gender, occupational stress social support, and spiritual orientation. Stepwise Multiple Regression Analysis shows that there are two independent variables which are significantly related with teaching effectiveness of our subjects. Role Ambiguity has entered in the first step showing itself as the most significant predictor among all five variables. R value at this step is .691 which shows that the predictive power of this variable is 69.1% R square value is .478, which shows that only Role Ambiguity is causing 47% of total variance in teaching effectiveness R square change is showing amount of change in variance due to this particular independent variable. Beta coefficient is –.691, which shows that Role Ambiguity is negatively associated with teaching

effectiveness. The t value shows the significance of Beta coefficient in this regression model. In the second step, unreasonable group and political pressure has entered as being second significant predictor in this model.

Multiple Regression Analysis shows the predictability of this variable as 70.2% ($R = 0.702$). R square value is .493, which shows that Role Ambiguity and unreasonable group and political pressure are jointly causing 49.3% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient is 45.9% which show that unreasonable group and political pressure is negatively associated with teaching effectiveness in such a way that each unit increase in the level of unreasonable group and political pressure will cause a decrease of 45.9 units in the level of teaching effectiveness, (provided that the effect of all other variable is held constant). The t value shows the significance of beta coefficient which is significant at 0.5 level of significance. F value of Role Ambiguity is ($F = 187.373$) and unreasonable group and political pressure ($F = 6.071$) are found to be significant beyond 01 level. Hence it is concluded that Role Ambiguity and unreasonable group and political pressure contribute significantly in determining teacher effectiveness in this model.

**STEPWISE MULTIPLE REGRESSION ANALYSIS FOR
FEMALE TEACHERS**

Table IV

S.NO.	Model	R	R2	R2 change	F.Change	df	Sig F. Change
1.	Idealism	.797	.635	.635	104.554	1	.000
2.	Idealism, Role Overload	.826	.682	.047	8.750	1	.004
3	Idealism, Role- overload. Tragic	.866	.750	.067	15.585	1	.000
4.	Idealism, role over load Tragic. Role Conflict	.881	.776	.026	6.720	1	0.012
5.	Idealism Tragic. Role Conflict	.877	.769	.007	1.805	1	.184

ANOVA FOR REGRESSION

Table IV (a)

Model.	Sum Squares	df	Mean Square	Sig.
Regression	41081.904	1	41081.904	.000
Residual	23575.596	60	392.927	
Total	64657.500	61		
Regression	48475.184	2	22063.408	.000
Residual	16182.316	59	347.978	
Total	64657.500	61		
Regression	48475.184	3	16158.395	.000
Residual	16182.316	58	279.005.000	
Total	64659.500	61		
Regression	50181.740	3	12545.435	.000
Residual	14475.760	57	253.961	
Total	64657.500	61		
Regression	49723.281	3	16574.427	.000
Residual	14934.219	58	257.487	
Total	64651.500	61		

Coefficient for Regression

Table. IV (b)

Mode.	Unstandarized Coefficient		Standandarized Coefficient	t	Sig.
	Beta	St. Errorr	Beta		
Constant	182.744	10.835	.797	16.866	.000
Idealism.	1.915	.187		10.225	.000
(Constant)	268.674	30.787		8.727	.000
Idealism	1.046	.342	.436	3.056	.003
Role.	- 2.131	.721	- 422	- 2.958	.004
Overload					
(Constant)	319.783	30.456		10.500	.000
Idealism,	1.514	.329	.630	4.606	.000
Role Over	- 2.978	.680	- 589	- 4.381	.000
load	- 2.328	.590	- 435	- 3.948	.000
Tragic					
(Constant)	352.590	31.693	.562	11.125	.000
Idealism	1.349	.320	- 247	4.217	.000
Role Over	- 1.250	.930	- 532	- 3.344	.184
load	- 2.845	.597	- 509	- 4.766	.000
Tragic.	- 2.753	1.062		- 2.592	.012
Role					
Conflict					
Constant.	339.065	30.260	.615	11.205	.000
Idealism	1.478	.308	- 536	4.805	.000
Tragic.	2.871	.601	- 698	- 4.779	.000
Role	- 3.776	.446		- 5064	.000
conflict.					

Above tables show significant predictors of teacher effectiveness among major variables viz.sex, age. Gender occupational stress. Social support and spiritual orientation. Stepwise Multiple Regressions Analysis shows that there are five independent variables which significantly related with teaching effectiveness of our subjects at this level. Idealism has entered in the first step showing itself as the most significant predictor among all

other variables. Multiple R value at this step is .797, which shows that the predictive power of this variable is 79.7%. R square value is 635, which shows that only idealism is causing 63.5% of total variance in teaching effectiveness. R Square change is showing amount of change variance due to this particular independent variable. Beta coefficient is 797. Which shows that idealism is positively associated with teaching effectiveness. The t value shows the significance of Beta coefficient in this regression model.

In the second step, idealism, role over-load have entered as being significant predictors in this model. Multiple Regression Analysis shows the predictability of these variables as .826 ($R = .82$) R square value is .682, which shows that idealism and role overload are jointly causing 68.2% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient is 436, which shows that Idealism is positively associated with teaching effectiveness, in such a way that each unit increase in the level of idealism and role overload will cause an increase of 436 units in the level of teaching effectiveness, while role over-load is negatively related to teacher effectiveness, (provided that the effect of all other variables is held constant). The t value shows the significance of beta coefficient which is significant at 0.5 level of significance.

In the third step idealism, Role overload and tragic have entered as being significant predictors in this model. Multiple R shows the predictability of these variables as 866 (R = 86) R square value is 750, which shows that idealism, role overload and tragic are causing jointly 86.6% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient is .630, which shows that idealism, and tragic is positively associated with teaching effectiveness, and role over-load is negatively related with teacher effectiveness. The t value shows the significance of Beta coefficient which is significant at 0.1 level of significance. In the fourth step idealism, role over-load, tragic and role conflict have entered as being significant predictors in this model.

Multiple R shows the predictability of these variables as 88% (R = 88). R square value is .776, which shows that idealism, role overload, tragic and role conflict are jointly causing 77.6% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient is .562 which shows that all these four independent variables positively associated with teaching effectiveness. The t value shows the significance of beta coefficient which is significant at 0.1 level of significance. F value of idealism role overload, tragic and role conflict (F = 49.399) is found to be significant beyond 01 level. Hence it is concluded that idealism, role overload, tragic and role conflict contribute significantly in determining teacher effectiveness in this model.

Results & Discussion

In fifth and final step, idealism, awareness of tragic and role conflict have entered as being significant predictor in this model. Multiple R shows the predictability of these variables as .877. R square value is .769, which shows that idealism, tragic and role conflict are jointly causing 76.9% of the total variance in the dependent variable. R square change is significant at this step. Beta coefficient is .615 which shows that idealism, awareness of tragic is positively related with teaching effectiveness. The t value shows the significance of Beta coefficient which is significant at 0.5 level of significance. F value of idealism, awareness of tragic and role conflict ($F = 1.805$) is found to be significant beyond 0.1 level. Hence it is concluded that idealism, awareness of tragic and role conflict contribute significantly in determining teacher effectiveness in this model.

Results & Discussion

MULTIPLE REGRESSION ANALYSIS FOR AGE GROUP

Below 40 years. (20 – 39)

Table V

Model	R	R²	R² Change	F change	df	Sig. F change
Role Ambiguity	.821	.674	.674	25.935	1	.000
Role overload	.834	.696	.023	9.405	1	.003
Meaning	.841	.707	.011	4.648	1	.033
Trance	.847	.718	.010	4.556	1	.035

ANOVA for Regression

Table V (a)

Model	Sum of Squares	df	Mean square	F	Sig.
Regression	113498.50	1	113498.504	259.935	.000
Residual	55016.964	126	436.643		
Total	168515.47	127			
Regression	117348.34	2	58674.168	143.339	.000
Residual	51167.134	125	409.337		
Total	168515.47	127			
Regression	119196.96	3	39732.318	99.898	.000
Residual	49318.513	124	397.730		
Total	168515.47	127			
Regression	120958.32	4	30239.580	78.210	.000
Residual	47557.149	123	386.643		
Total	168515.47	127			

Coefficient for Regression**Table V (b)**

Model	Strandrized Coefficient Beta	t	Sig
Constant	– 821	74.708	.000
Role Ambiguity		– 16.122	.000
(Constant).	– 515	70.777	.000
Role Ambiguity,	–314	– 4.628	.000
Role Overload		– 3.067	.003
(constant)	– 426	15.078	.000
Role Ambiguity	– 275	– 3.640	.000
Role overland	– 183	– 2.416	.017
Meaning		– 2.156	.033
(Constant)	– 447	14.562	.000
Role Ambiguity	– 225	– 3.861	.000
Role Overload	– 449	– 1.853	.066
Meaning	– 258	– 2.992	.003
Transcendence		–2.134	.035

Above tables show significant predictors of teacher effectiveness among major variables. Stepwise Multiple Regression Analyses show that there are four independent variable which are significantly related with teaching effectiveness of our subjects.

Role ambiguity has entered in the first step showing itself as the most significant predictor among all the variables.

Multiple R value of this step is 821, which shows that the predictive power of this variable is 82.1%. R square value is 674, which shows that only role ambiguity is causing 67.4% of the total variance in teaching effectiveness (rest of the variance is due to some other reason). R square change is showing amount of change in variance due to this particular

Results & Discussion

independent variable. Beta coefficient is $- .821$ which shows that role ambiguity is negatively associated with teaching effectiveness. The t value shows the significance of beta coefficient in this regression model. F value of role ambiguity ($F = 25.935$) is found to be significant beyond 0.05 level. Hence it is concluded that role ambiguity contribute significantly in determining teaching effectiveness in this model.

In the second step role ambiguity and role overload have entered as being significant predictors in this model. Multiple R shows the predictability of these variables as 83% ($R = .83$) R square value is $.696$, which shows that role ambiguity and role over load are jointly causing 69.6% of total variance in our dependent variable. R square change is significant at this step. Beta coefficient is $-.515$ and $-.341$ which shows that role ambiguity and role overload is negatively associated with teacher effectiveness. The t value shows the significance of Beta coefficient which is significant at 0.05 level of significance. F value of role ambiguity and role overload ($F = 9.405$) is found to be significant beyond 0.01 level. Hence it is concluded that role ambiguity and role overload contribute significantly in determining teacher effectiveness in this model.

In the third step, role ambiguity, role overload and meaning have entered as being significant predictors in this model. Multiple R shows the predictability of this variable as $.841$. R square value is $.707$, which shows that role ambiguity, role overload and meaning are jointly causing

70.7% of the total variance in our independent variable. R square change is significant at this step. Beta coefficient is $- .426$, $- .275$ and $.183$, which shows that role ambiguity and role overload is negatively associated with teaching effectiveness, whereas meaning in life is positively associated with teaching effectiveness. The t values shows the significance of Beta coefficient in this model. F value of role ambiguity role overload and meaning ($F = 4.648$) is found to be significant beyond 0.1 level. Hence it is concluded that role ambiguity, role overload and meaning in life contribute significantly in determining teaching effectiveness in this model.

In the fourth and final step, role ambiguity, role overload meaning in and transcendence have entered as being significant predictors in this model. Multiple R shows the predictability of these variables as $.847$ ($R = .84$) R square value is $.718$, which shows that role ambiguity, role overload, meaning in life and transcendence are jointly causing 71.8% of the total variance in the dependent variable. R square change is significant at this step. Beta coefficient is $- .447$, $- .215$, $.449$ and $- .258$, which shows that role ambiguity and role over-load are negatively related with teaching effectiveness, whereas meaning in life and self transcendence are positively related with teaching effectiveness. The t value shows the significance of beta coefficient which is significant at 0.5 level. F value of all the variable ($F = 4.5567$) is found to be significant beyond 0.1 level.

Hence it is concluded that role ambiguity, role over-load meaning in life and self transcendence contribute significantly in determining teaching effectiveness in this model.

**STEPWISE MULTIPLE REGRESSION ANALYSIS FOR AGE
GROUP 40 YEARS & ABOVE (40 – 60)**

Table VI

Model	R	R²	R change	F change	df	Sig
Role Ambiguity	.540	.291	.291	57.163	1	.000
Unreasonable group and political. Pressure	.560	.313	.022	4.355	1	.000
Tragic	.579	.335	.022	4.469	1	.000

ANOVA FOR REGRESSION**Table VI (a)**

Model	Sum of square	Mean Square	df	Sig.
Regression.	48608.231	48608.231	1	.000
Residual	118198.08	850.346	139	
Total	166806.31		140	
Regression	52224.514	26112.257	2	.000
Residual	114581.80	830.303	138	
Total	166806.31		140	
Regression.	55843.81	18614.604	3	.000
Residual	110962.50	809.945	137	
Total	166806.31		140	

COEFFICIENT FOR REGRESSION**Table VI (b)**

Model	Standardized Coefficient	t	Sig.
(Constant)	– 540	51.434	.000
Role Ambiguity		– 7.561	.000
(Constant)	– 324	49.663	.000
Role Ambiguity	– 261	– 2.595	.010
Unreasonable.		– 2087	.039
Group and Political.			
Pressure			
Constant	– 383	15.781	.000
Role. Ambiguity.	– 337	– 3.027	.003
Unreanable	– 196	– 2.620	.010
group and political.		– 2.114	.036
Pressure and tragic			

Above tables show significant predictors of teacher effectiveness among major variables. Stepwise multiple regression analyses shows that there

are three independent variable which are significantly related with teaching effectiveness of our subjects in this model. Role ambiguity has entered in the first step showing itself as the most significant predictor among all other variables. Multiple R value at this step is .540, which shows that the predictive power of this variable is 54.0%. R square value is .291 which shows that only role ambiguity is causing 29.1% of total variance in teaching effectiveness. (rest of 71.9% of variances is due to some other reasons). R square change is showing amount of change in variance due to this particular independent variable. Beta coefficient is – .540, which shows that role ambiguity is negatively associated with teaching effectiveness. The t value shows the significance of Beta coefficient in this regression model. F change of role ambiguity (F 57.163) is found to be significant beyond 0.1 level. Hence it is concluded that role ambiguity contribute significantly in determining teacher effectiveness in this model.

In the second step, role ambiguity and unreasonable group and political pressure have been entered as being significant predictor in this model.

Multiple R shows the predictability of this variable as .560 ($R = .56$) R square value is .313, which shows that role ambiguity and unreasonable group political pressure are jointly causing 31.3% of the total variance in our dependent variable. R square change is significant at the step. Beta coefficient are – .324 and – .261, which means that role ambiguity and

unreasonable group political pressure are negatively related with teaching effectiveness. The t value shows the significance of Beta coefficient which is significant at 0.5 level of significance. F value of role ambiguity and unreasonable group and political pressure ($F = .022$) is found to be significant beyond 0.1 level. Hence it is concluded that role ambiguity and unreasonable group and political pressure contribute significantly in determining teacher effectiveness in this model.

In the third and final step, role ambiguity, unreasonable group and political pressure and awareness of tragic has entered as being significant predictor in this model. Multiple R shows the predictability of these variables as .579 ($R = .57$) R square value is .335, which shows that role ambiguity, unreasonable group and political pressure and tragic are jointly causing .335% of the total variance in our dependent variable. R square change is significant at this step. Beta coefficient are $-.383$, $.337$ and $.196$, which shows that role ambiguity and unreasonable group and political pressure are related to teacher effectiveness whereas awareness of tragic is positively related to teacher effectiveness. The t value shows the significance of Beta coefficient, which is significant at 0.5 level of significance. F value of role ambiguity, unreasonable group and political pressure and tragic ($F = 4.469$) are found to be significant beyond 0.1 level. Hence it is concluded that ambiguity, unreasonable group and

political pressure and tragic contribute significantly in determining teacher effectiveness in this model.

Discussion and findings of the study

When we look at the main findings of the study, we find that role ambiguity has emerged as the most powerful contributor to teacher effectiveness (Male sample, Age group below 40 years (20-39) and age group above 40 years). Total score on occupational stress has emerged as the most powerful contributor to teacher effectiveness in the total sample. Referring to the table of correlation (Table, I), we find all the dimensions of occupational stress to be negatively correlated to teacher effectiveness . Thus we can conclude that occupational stress reduces teacher effectiveness.

Social support has emerged as the second best contributor of teacher effectiveness in total sample. Referring to the table of correlation (Table, I), we find that social; support is positively and significantly correlated with teacher effectiveness . However social support did not emerge as a contributor to teacher effectiveness in the break-ups of sample . In other words, social support did not contribute in the male sample, female sample, below 40 years of age and above 40 years of age groups .Probably a larger size of sub groups would have reveled its effect on teacher effectiveness . By dividing the sample into sub groups, the

sample size become small and the effect of social support could not be revealed. In the total sample , the effect of social support on teacher effectiveness was revealed.

In the male sample, role ambiguity and unreasonable group political pressures have emerged as the main contributors to teacher effectiveness. Both the variables are negatively correlated with teacher effectiveness. (Table, I). Both these factors are not contributing to teacher effectiveness in the female sample. But role over-load and role conflict emerged as significant predictors in female sample. It may be argued that female teacher's dual responsibility, responsibility at home and responsibility at work place, causes role over-load and role conflict which further contributes negatively to their teacher effectiveness. In the female sample, three dimensions of spirituality, namely, idealism, transcendence and awareness of tragic have emerged as the main contributor to the teacher effectiveness. They are positively and significantly correlated with teacher effectiveness. In the third step of female sample , of multiple Regression Analysis , Idealism, role over-load and awareness of tragic dimensions emerged as significant contributor of teacher effectiveness.

In the sample , below 40 years (20-39), role ambiguity has emerged as the most powerful negative predictor of teacher effectiveness in the first step. Meaning in life and self transcendence have emerged as

predictors of teacher effectiveness along with other dimensions of occupational stress in the third and forth step. Meaning in life, self transcendence are positive contributors to teacher effectiveness.

In the sample above 40 years (40-60) of age, role ambiguity, unreasonable group and political pressure and awareness of tragic have emerged as most powerful predictors of teacher effectiveness. The unreasonable group and political pressure contributes negatively to teacher effectiveness while awareness of tragic contributes positively to the teacher effectiveness in the old age.

Educational implications of the study

The present study has several implications for all those who have interest in research and innovations in the field of teaching.

This study has direct bearing on education and as it emphasizes the need for making the environment conducive for producing effective teachers. It is of utmost importance that the stress and strains, particularly role ambiguity, role over- load, role conflict and unreasonable group and political pressures, are reduced as they hamper the effectiveness of teacher. The teacher should be provided social support and spiritual orientation. Meaning in life, awareness of tragic and self transcendence increase the effectiveness of the teachers .

Suggestions for the further studies

Following are some of the suggestions for further researches in the area of teacher effectiveness. So that generalization can be arrived at .

S1- Considering the fact that the present study has been conducted only on university teachers, the same may be replicated on other levels.

S2- the study may be replicated in rural settings .

S3- The study was conducted on a limited sample . A similar study can be done on a sample larger than the present one .

S4- Teacher effectiveness of male and female can be studied separately on a larger sample.

S5 The effect of spiritual orientation on occupational stress can further be studied. It is quite possible that spiritual intervention (for example meditation) can reduce occupational stress , which in turn will improve teacher effectiveness .

Chapter V Summary

Introduction:

Education is universally recognized as the most effective instrument of bringing a change towards the social and economical betterment, and cultural transformation of the human societies. The democratic scene and the world outlook, both clearly demonstrate the urgent need for more and better education, which means qualitative and quantitative improvement of education. That is to say developed countries allocate more and more funds for the education. Today, in our country, though the quantitative improvement did not reach to the satisfactory levels, but we are still far behind from developed countries in the qualitative improvement of education. There are various reasons behind this problem, like corruption, increasing population, insincerity and instability of political systems, including ineffective teaching in the classrooms.

In the process of education, teachers play an important role in achieving educational goals. The teacher sets a path for the development of basic skills, understanding, judgment value and adequate personal adjustment of pupils. "Teaching is the task of a teacher which is performed for the development of the students" (Green, 1971). Joyee and Weil (1985) considered teaching as, a process by which teacher and students create a shared environment, including set of values and beliefs

which in turn colour their views of reality. Once whitehead wrote: "Every thing depends upon teacher, a teacher effect eternity, he can never tell where his influence stops." Therefore, for making the teaching process effective and all success, it is necessary to think their plight and betterment by providing them every kind of support, orienting them morally and spiritually and reducing their stress and strains, which is an unavoidable reality of this fast changing world.

Significance of the study:

The teacher is the backbone of educational institutions. It is only when the teacher is effective, student's learning can be sound . Learning is not only restricted to information, but includes knowledge and character building. The effectiveness of the teacher is yet to be explored and investigated from different angles and perspectives. The effect of spiritual orientation, occupational stress and social support on teacher effectiveness have not been explored. Spirituality is an important dimension which constitutes the value dimension of personality. Spirituality has been found to be an indicator of mental health in psychological studies . In this fast changing world the stress and strain become an invertible reality for the working persons. Therefore, occupational stress seems to be a potential contributor towards teacher effectiveness. Similarly, a teacher also needs social support, emotional support in particular, to work effectively. In the knowledge of present

researchers, the influence of these factors on teacher effectiveness has not been studied as yet . Therefore, the present study is a humble attempt at establishing the effect of occupational stress, social support and spiritual orientation on teacher effectiveness.

Objectives:

The main objectives of the present study are:

1. To determine the contribution of occupational stress to teachers effectiveness.
2. To determine the contribution of social support to teacher effectiveness.
3. To determine the contribution of spiritual orientation to teacher effectiveness.
4. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will differentially effect teacher effectiveness among male and female teachers.
5. To determine whether the three independent variables i.e. occupational stress, social support and spiritual orientation will differentially effect teacher effectiveness among subject classified on the basis of age.

Hypotheses:

The hypotheses are presented below in null form:

1. Occupational stress does not significantly contribute to teacher effectiveness.
2. Social support does not significantly contribute to teacher effectiveness.
3. Spiritual orientation does not significantly contribute to teacher effectiveness.
4. Sex will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.
5. Age will not differentially effect the contribution of occupational stress, social support and spiritual orientation on teacher effectiveness.

Definitions of Key Words:**1. Teacher Effectiveness:**

An effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits , desirable attitudes , value judgment and adequate personal adjustment of the students .(Ryan,1969)

2. Occupational Stress:

Occupational stress purports the extent of stress which employees perceive arising from various constituents and conditions of their jobs. (Rizzo, et al. 1970.)

3. Social Support:

It refers to the available social network relationship that objectively may be called upon for help in times of need and that offers stable attachment for social groups. (Bowlby 1969).

4. Spiritual Orientation:

Spiritual which comes from Latin word of spirit meaning “breath of life” is a way of being and experiencing that cause under about through awareness of transcendental dimension and that is characterized certain identified values in regard to self , others , nature life and whatever one considered to be the ultimate

Sample of the Study:

The sample for the present study consisted of two hundred and seventy teacher (Lecturers, Readers and Professors), of the various faculties of the Aligarh Muslim University. The number of teaching staff at Aligarh Muslim University, according to annual report 2004-05 of the university, prepared by the central section, Registrar office, A.M.U., is 1261.

Originally three hundred and fifty teachers were randomly selected from the teaching staff list and were personally requested to participate in the research work. Out of three hundreds and fifty teachers only 270 teachers responded to the tests and inventories, which were given to them. Both male and female were included in the sample, 140 teacher among the respondent were Lecturers, 80 were Readers and 50 Professors.

Sex wise break-up of sample

Male	=	200
Female	=	70

Age wise break-up of the sample

Below 40 years	=	141
40 years and above	=	129

Tools:

The following tools were used in the study.

1. Teacher effectiveness scale by Kumar and Mutha (1974)
2. Occupational stress Index (OSI) by Shrivastava and Sing (1984)
3. Significant other scale (SOS) by power and champion ,(1988)
4. Spiritual orientation Inventory by Elkins et al., (1988)

Teacher effectiveness scale aims at measuring eleven teacher categories.

Occupational stress index has twelve dimensions. Social support scale has four dimensions. Spiritual orientation inventory has nine dimensions.

Collection of Data and Analysis:

Data were collected from the various faculties of A.M.U. teaching staff. The above mentioned four scales were administered on the university teachers to evaluate their effectiveness. First of all Inter correlations among various variables was calculated through product moment correlation method .

Stepwise multiple regression analysis was used as statistical technique to evaluate the effect of occupational stress, social support and spiritual orientation on teachers effectiveness.

Delimitations: Following are the delimitations of the study:

1. The study was confined only to the A.M.U. teaching staff.
2. The study was confined to the college teachers.

Discussion and findings of the Study:

When we look at the main findings of the study, we find that role ambiguity has emerged as the most powerful contributor to teacher effectiveness (Male sample, Age group below 40 years (20-39) and age group above 40 years). Total score on occupational stress has emerged as the most powerful contributor to teacher effectiveness in the total sample. Referring to the table of correlation (Table, I), we find all the dimensions of occupational stress to be negatively correlated to teacher

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further contributes negatively to their teacher effectiveness. In the female sample, three dimensions of spirituality, namely, idealism, transcendence and awareness of tragic have emerged as the main contributor to the teacher effectiveness. They are positively and significantly correlated with teacher effectiveness. In the third step of Multiple Regression Analysis in this model, Idealism, role over-load and awareness of tragic dimensions emerged as significant contributor of teacher effectiveness.

In the sample, below 40 years (20-39), role ambiguity has emerged as the most powerful negative predictor of teacher effectiveness in the first step. Meaning in life and self transcendence have emerged as predictors of teacher effectiveness along with other dimensions of occupational stress in the third and forth step. Meaning in life, self transcendence are positive contributors to teacher effectiveness.

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example meditation) can reduce occupational stress , which in turn will improve teacher effectiveness .

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Appendix (I)

Teacher Effectiveness Scale

By

Kumar and Mutha (1974)

INSTRUCTION

In this Questionnaire, the description of different activities and traits of the teacher and teaching are given, you as a teacher rate every statement only at one point out of the five. Please (✓) on your response which you will evaluate as a teacher. Your evaluation will be used for research purpose only and it will be kept strictly confidential. So, read attentively each statement and evaluated clearly.

Example: Teacher (A) have to evaluate on following statements.

S.No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
1.	Teacher with the pupil is neutral.	✓				
2.	Every work of school do end at right time.		✓			

Here the related teacher is 'agree' and 'uncertain' on statement No. 1 and 2 respectively so the tick mark has been put accordingly.

S. No.	Statement	Totally Agree	Agree	Uncertain	Disagree	Totally Disagree
1.	One should have full confidence which subject he teach.	.....	.....	.....	.....	.....
2.	One should always try to develop his knowledge.	.....	.....	.....	.....	.....
3.	A teacher should have capacity to give knowledge of the present events, general knowledge in addition to the course subject.	.....	.....	.....	.....	.....
4.	One should give the necessary guidance to search the solution of	.....	.....	.....	.....	.....

	pupil's problems.					
5.	A good teacher give opportunity to pupils for adequate motivation.	.....	.....	.....	.....	.....
6.	For achieving the adequate goal, one should use maximum reward and minimum punishment.	.....	.....	.....	.....	.....
7.	One should behave brotherly to all students.	.....	.....	.....	.....	.....
8.	One should be always voluntarily ready to give his time and labor for the benefit of the pupils.	.....	.....	.....	.....	.....
9.	A teacher do not usually use physical punishment to the pupils.	.....	.....	.....	.....	.....
10.	One should use civilized language with pupils.	.....	.....	.....	.....	.....
11.	One should do quality of behavior with the pupils.	.....	.....	.....	.....	.....
12.	One should honor to pupil's ideas and proposals.	.....	.....	.....	.....	.....
13.	One should not call his students outside of the class without cause.	.....	.....	.....	.....	.....
14.	One should accept with pleasure, the errors told by the pupils.	.....	.....	.....	.....	.....
15.	One should honor Head of the Institution as the eldest member.	.....	.....	.....	.....	.....
16.	One should solve illogical questions of	.....	.....	.....	.....	.....

	the pupils patiently					
17.	One should cooperate in the daily School works	.....	.....	.....	.....	.....
18.	One should have the confidence	.....	.....	.....	.....	.....
19.	One should give neutral opinion in relation to school activities	.....	.....	.....	.....	.....
20.	One should not do any work against the institution welfare	.....	.....	.....	.....	.....
21.	One should prevent the differences through the exchange of thoughts	.....	.....	.....	.....	.....
22.	One should have the relation of friendship and brotherhood with fellow teachers	.....	.....	.....	.....	.....
23.	One should not hesitate in acquiring knowledge from fellow teachers.	.....	.....	.....	.....	.....
24.	One should be always ready to give guidance to my teacher fellows	.....	.....	.....	.....	.....
25.	One should not assault his fellow teachers.	.....	.....	.....	.....	.....
26.	One should give proper time to the guardian for the solution of pupil's problem	.....	.....	.....	.....	.....
27.	One should behave with honor to all guardians without considering caste, social and economical status.	.....	.....	.....	.....	.....
28.	For the comprehensive development of the pupils I take help from the guardian.	.....	.....	.....	.....	.....

29.	One should take interest in co-curricular activities to the Institution .	....	....	....	....	....
30.	One should prepare the pupils to take part in co-curricular activities	....	....	....	....	....
31.	One should conduct the co-curricular	....	....	....	....	....
32.	One should prepare regularly daily Lesson Plan.	....	....	....	....	....
33.	One should be familiar totally with the aims of lesson learning	....	....	....	....	....
34.	One should select prepare adequate assistant material	....	....	....	....	....
35.	One should be creative	....	....	....	....	....
36.	One should be responsible	....	....	....	....	....
37.	One should have insight	....	....	....	....	....
38.	One should be imaginative	....	....	....	....	....
39.	One should have adjustment capacity	...	....	....	....	....
40.	One should prepare practice Home Work according to students capacity	....	....	....	....	....
41.	One should use adequate teaching method in class	....	....	....	....	....
42.	One should present subject matter clearly	....	....	....	....	....
43.	My expression is fluent	....	....	....	....	....
44.	One should develop pupil's interest in lesson.	....	....	....	....	....
45.	One should use Black	....	....	....	....	....

	Board					
46.	One should pay personal attention to each pupil.	.....	.....	.....	.....	.....
47.	One should use effectively, of material aid.	.....	.....	.....	.....	.....
48.	One should adequately make supervision of class practice work	.....	.....	.....	.....	.....
49.	One should examine written work adequately at time	.....	.....	.....	.....	.....
50.	One should utilize essential remedial methods.	.....	.....	.....	.....	.....
51.	One should review the lesson after the end of lesson	.....	.....	.....	.....	.....
52.	One should provide attention to the cleanness of Class	.....	.....	.....	.....	.....
53.	One should be a persons of emotional stability	.....	.....	.....	.....	.....
54.	One should control the class without fear.	.....	.....	.....	.....	.....
55.	One should have full knowledge of Educational psychology.	.....	.....	.....	.....	.....
56.	I use Educational Psychology on the basis of pupils individual difference	.....	.....	.....	.....	.....
57.	One should always try to acquire knowledge and its use of new devices of education	.....	.....	.....	.....	.....
58.	One should take more cooperation of students in class management.	.....	.....	.....	.....	.....

59.	One should live happy, smart and active life in school	.....	.....	.....	.....	.....
60.	One should wear well-cleaned dress in school	.....	.....	.....	.....	.....
61.	One should be regular and disciplined.	.....	.....	.....	.....	.....
62.	One should not smoke in the class.	.....	.....	.....	.....	.....
63.	One should have the feeling of cooperation.	.....	.....	.....	.....	.....
64.	One should have interest in vocation.	.....	.....	.....	.....	.....
65.	One should be humorous.	.....	.....	.....	.....	.....
66.	One should possess missionary zeal.	.....	.....	.....	.....	.....
67.	One should emphasize the habit of regularity in students.	.....	.....	.....	.....	.....
68.	One should have respect in his vocation.	.....	.....	.....	.....	.....
69.	One should be disciplined.	.....	.....	.....	.....	.....

Appendix (II)

Occupational Stress Index

.(OSI)

By

Shrivastava and Sigh (1984)

INSTRUCTION

The following statements pertain to your work situation. You are requested to indicate the extent to which you find them satisfying. Each statement is to be evaluated on 5-point scale. Please indicate your response in the bracket provided against each statement in the manner given below:

If you, STRONGLY AGREE then put (5); AGREE then put (4); UNDECIDED then put (3); DISAGREE then put (2); and if you STRONGLY DISAGREE then put (1).

Please, answer the following statement in the same manner as given below.

1. I have to do a lot of work in this job. ()
 2. The available information relating to my job-role and its outcomes are vague and insufficient. ()
 3. My different officers often given contradictory instructions regarding my works. ()
 4. Sometimes it becomes compiled problem for me to make adjustment between political/group pressures and formal rules and instructions. ()
 5. The responsibility for the efficiency and productivity of many employees is trusted upon me. ()
 6. Most of my suggestions are heeded and implemented here. ()
 7. My decisions and instructions concerning distribution of assignments among employees are properly followed. ()
 8. I have to work with persons whom I like. ()
 9. My assignments are of monotonous nature. ()
 10. Higher authorities do care for my self-respect. ()
 11. I get less salary in comparison to the quantum of my labour/work. ()
 12. I do my work under tense circumstances. ()
 13. Owing to the excessive work load I have to manage with insufficient number of employees and resource. ()
 14. The objectives of my work-role are quite clear and adequately planned. ()
 15. Officials do not interfere with my jurisdiction and working methods. ()
-

16. I have to do some work unwillingly owing to certain group/political pressures. ()
17. I am responsible for the future of a number of employees. ()
18. My co-operation is frequently sought in solving the administrative or industrial problems at higher level. ()

My suggestions regarding the training programmes of the employees are given due significance ()

19. Some of my colleagues and subordinates try to defame and malign me as unsuccessful. ()
20. I get ample opportunity to utilize my abilities and experience independently. ()
21. This job has enhanced my social status. ()
22. I am seldom rewarded for my hard labour and efficient performance. ()
23. Some of my assignments are quite risky and complicated. ()
24. I have to dispose off my work hurriedly owing to excessive workload. ()
25. I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities. ()
26. I am not provided with clear instructions and sufficient facilities regarding the new assignments trusted to me. ()
27. In order to maintain group-conformity sometimes I have to do/produced more than the usual. ()
28. I have the great responsibility for the progress and prosperity of this organization. ()
29. My opinions are sought in framing important policies of the organization/department. ()
30. Our interest and opinions are duly considered in making appointments for important posts. ()
31. My colleagues do co-operative with me voluntarily in solving administrative and industrial problems. ()
32. I get ample opportunity to develop my attitude and proficiency properly. ()
33. My higher authorities do not given due significance to my post and work. ()
-

34. I often feel that this job has made my life cumbersome. ()
 35. Being too busy with official work, I am not able to devote sufficient time to my domestic and personal problems. ()
 36. It is not clear that what type of work and behavior my higher authorities and colleagues expect from me. ()
 37. Employees attach due importance to the official instructions and formal working procedures. ()
 38. I am compelled to violate the formal and administrative procedure and policies owing to group/political pressure. ()
 39. My opinion is sought in changing or modifying the working system. Instruments conditions. ()
 40. There exists sufficient mutual co-operation and team spirit among the employees of this organization/department. ()
 41. My suggestions and co-operation are not sought in solving even those problems for which I am quite competent. ()
 42. Working conditions are satisfactory here from the point of view of our welfare and convenience. ()
 43. I have to do such work as ought to be done by others. ()
 44. It becomes difficult to implement all of a sudden the new dealing procedures and policies in place of those already in practice. ()
 45. I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time ()
 46. I am unable to carry out my assignment to my satisfaction on account of excessive load of work and lack of time ()
-

Appendix (III)

Significant Others Scale

By

Power and Champion

(1988)

Instruction

Certain items are given below on which you are requested to rate yourself. The rating is about the support that you actually get or (would like to get ideally) with significant persons in your life e.g. Mother, Father, Brother, Sister other relatives, best friend, best neighbor, boss, work colleagues, spouse (in case you are married) or others. The rating will be on 7-point scale. You have to rate each item twice. Firstly for the actual support you get from them and secondly for the support you ideally want to get from them. Also mention the name of the relationship at the end of rating (for which you have rated the item). An example is given below for your understanding. Suppose if you are ill – to what extent can you get care.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

Name of the relationship.....

Suppose you think that you often get cure then circle (4). If you get care from mother then you write mother. This is about actual care you get. Now you rate the same item on a separate sheet for the ideal support. Suppose you want to be cared always. Suppose you want to be cared always (7) then circle – (7). You may feel that the support you get is

sufficient. In this case you can circle the same point e.g., in the above case – (4).

Please remember, that this enquiry is only for research purpose. There is a right or wrong answer. Your answers will be kept confidential. In other words your identity will not be revealed. But if you are interested to know your score, you can get it.

(For Actual Support)

1. To what extent can you trust, talk frankly and share feeling with.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

2 To what extent can you lean on end turn to in items of difficulty?

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

3.To what extent can you get interest, reassurance and a good feeling about yourself.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

4.To what extent can you get Physical comfort.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

5.To what extent can you resolve unpleasant disagreement if they occur.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

6.To what extent can you get suggestions, advice and feed back.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

7.To what extent can you get financial and practical help.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

8.To what extent can you visit them or spend time with socially.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

9.To what extent can you get help in an emergency.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

10.To what extent can you share interests and habits and have fun with.

1	2	3	4	5	6	7
Never	Rarely	Sometimes	Often	Quite often	Very often	Always

(For Ideal Support)

Item No.

Scale

1. 1 2 3 4 5 6 7

Name of the relationship

2. 1 2 3 4 5 6 7

Name: _____

3. 1 2 3 4 5 6 7

Name: _____

4. 1 2 3 4 5 6 7

Name: _____

5. 1 2 3 4 5 6 7

Name: _____

6. 1 2 3 4 5 6 7

Name: _____

7. 1 2 3 4 5 6 7

Name: _____

8. 1 2 3 4 5 6 7

Name: _____

9. 1 • 2 3 4 5 6 7

Name: _____

10. 1 2 3 4 5 6 7

Name: _____

Appendix (IV)

Spiritual Orientation

Inventory

By

Elkins. et al. (1988)

Instruction

You are to mark your answers on the answer scale which follows each statement. You should circle ONLY ONE number on the seven-point scale to indicate how intensely you agree or disagree with the statement. Answer as honestly as possible and give only YOUR OWN opinion in regard to each statement.

Try to give an answer to EVERY ITEM. You should circle "NA" (Not Applicable) only when an item clearly does not apply to you.

SAMPLE ITEM FOR PRACTICE: Please read the following statement and circle your answer on the seven-point answer scale provided.

Circle Only One Number

Intensely

Intensely

Disagree

Agree

1. Humans are basically good.

1- Intensely disagree. 2- Disagree 3- Moderately disagree

4- Undecided

5- Moderately agree.

6- Agree

7- Intensely agree.

NA-Not applicable

On the answer scale above you should have circled ONLY ONE number the number which most accurately reflects how intensely you agree or disagree with the statement (Mark "NA" only if an item clearly does not apply to you).

- | | | |
|---|---------------|----|
| 1. There is a transcendent, spiritual dimension to life. | 1 2 3 4 5 6 7 | NA |
| 2. Whether or not it is always clear to us, the universe is unfolding | 1 2 3 4 5 6 7 | NA |
| 3. When I am old and look back at my life, I want to feel that the world is a little better place because I lived. | 1 2 3 4 5 6 7 | NA |
| 4. Even such activities as eating, work, and sex have a sacred dimension to them. | 1 2 3 4 5 6 7 | NA |
| 5. My primary goal in life is to become financially secure. | 1 2 3 4 5 6 7 | NA |
| 6. I feel a strong identification with all financially secure. | 1 2 3 4 5 6 7 | NA |
| 7. When I see "what is" I have visions of "what can be." | 1 2 3 4 5 6 7 | NA |
| 8. While one should not overdo it or become morbid, I think it is good for us to be aware of pain, suffering, and death | 1 2 3 4 5 6 7 | NA |
| 9. Our highest good lies in harmoniously adjusting ourselves to the transcendent, spiritual dimension. | 1 2 3 4 5 6 7 | NA |
| 10. I know how to contact the transcendent, spiritual dimension. | 1 2 3 4 5 6 7 | NA |
| 11. The universe is not yet done but is unfolding in a meaningful way. | 1 2 3 4 5 6 7 | NA |
| 12. It is important to search for one's purpose or mission in life. | 1 2 3 4 5 6 7 | NA |
| 13. I do not divide life into sacred and secular; I believe all of life is infused with sacredness. | | |
| 14. It is much important to pursue spiritual goals than to pursue money and possessions. | 1 2 3 4 5 6 7 | NA |
| 15. I seldom show my love for humanity through action. | 1 2 3 4 5 6 7 | NA |
-

16. In spite of all, I continue to have a deep, positive belief in humanity.	1 2 3 4 5 6 7	NA
17. I have grown spiritually as a result of pain and suffering.	1 2 3 4 5 6 7	NA
18. Contact with the transcendent, spiritual dimension has given me a sense of personal power and confidence.	1 2 3 4 5 6 7	NA
19. I have had experience, in which I felt very close to the transcendent, spiritual dimension.	1 2 3 4 5 6 7	NA
20. The search for meaning and purpose is a worthy quest.	1 2 3 4 5 6 7	NA
21. I believe life presents one with a mission to fulfill.	1 2 3 4 5 6 7	NA
22. I have experienced a sense of awe that love between family members can be so deep and special.	1 2 3 4 5 6 7	NA
23. While money and passions are important to me, I find my deepest satisfaction from spiritual factors.	1 2 3 4 5 6 7	NA
24. I do not feel any sense of responsibility to humanity.	1 2 3 4 5 6 7	NA
25. I believe the human spirit is powerful and will win in the end	1 2 3 4 5 6 7	NA
26. I am a better person today because of life experiences which at the time were very painful.	1 2 3 4 5 6 7	NA
27. I believe that alcoholics, drug addicts, and others whose lives are out of control can be helped through contact with the transcendent, spiritual dimension	1 2 3 4 5 6 7	NA
28. I have had transcendent, spiritual experiences in which I felt almost unbearable delight and joy.	1 2 3 4 5 6 7	NA
29. Answer can be found when one truly searches for the meaning and purpose of one's life.	1 2 3 4 5 6 7	NA
30. It is more important to me that I be true to my mission than that I succeed in the eyes of the world.	1 2 3 4 5 6 7	NA
31. I have experienced a sense of awe about the special	1 2 3 4 5 6 7	NA

ness of human beings.

- | | | |
|--|---------------|----|
| 32. Ultimately, the sole pursuit of money and possessions will leave one empty and unfulfilled. | 1 2 3 4 5 6 7 | NA |
| 33. I feel a deep love for all humanity. | 1 2 3 4 5 6 7 | NA |
| 34. I truly believe that one person can make a difference. | 1 2 3 4 5 6 7 | NA |
| 35. While we all must die, I think it is best to ignore this fact as long as possible | 1 2 3 4 5 6 7 | NA |
| 36. Contact with the transcendent, spiritual dimension has helped reduce my personal stress level. | 1 2 3 4 5 6 7 | NA |
| 37. I have had transcendent, spiritual experience which seem almost impossible to put into words. | 1 2 3 4 5 6 7 | NA |
| 38. If one has a reason or purpose for which to live, one can bear almost any circumstance. | 1 2 3 4 5 6 7 | NA |
| 39. I have a sense of personal mission in life; I feel I have a calling to fulfill. | 1 2 3 4 5 6 7 | NA |
| 40. I have never felt a sense of sacredness. | 1 2 3 4 5 6 7 | NA |
| 41. I have a spiritual hunger which money and possessions do not satisfy. | 1 2 3 4 5 6 7 | NA |
| 42. I am often overcome with feelings of compassion for human beings. | 1 2 3 4 5 6 7 | NA |
| 43. Idealists are usually just romantic neurotics. | 1 2 3 4 5 6 7 | NA |
| 44. It seems pain and suffering are often necessary to make us examine and re-orient our lives. | 1 2 3 4 5 6 7 | NA |
| 45. Contact with the transcendent, spiritual dimension has enhanced my physical health. | 1 2 3 4 5 6 7 | NA |
| 46. I have had transcendent, spiritual experiences in which I felt deeply and intimately loved by something greater than I | 1 2 3 4 5 6 7 | NA |
-

47. My belief that there is a transcendent, spiritual dimension gives meaning to my life.	1 2 3 4 5 6 7	NA
48. I am personally devoted to what I consider be a meaningful cause.	1 2 3 4 5 6 7	NA
49. Nature often inspires in me a solemn sense of awe and reverence.	1 2 3 4 5 6 7	NA
50. If I had to choose between being rich or being spiritual, I would chose to be rich.	1 2 3 4 5 6 7	NA
51. People who know me would say I am very loving and reach out to help others.	1 2 3 4 5 6 7	NA
52. While there is much evil in the world, I believe goodness, integrity, and love also abounded.	1 2 3 4 5 6 7	NA
53. Contact with the transcendent, spiritual dimension has enhanced my emotional health.	1 2 3 4 5 6 7	NA
54. I have one transcendent, spiritual experiences in which I "let go" and surrendered my life to something higher.	1 2 3 4 5 6 7	NA
55. The fact that we ultimately have to die shows that life is meaningless.	1 2 3 4 5 6 7	NA
56. Humans are sometimes "called" to fulfill a certain spiritual destiny.	1 2 3 4 5 6 7	NA
57. I believe it is a mistake to attach sacredness only to religious places, objects, and activities.	1 2 3 4 5 6 7	NA
58. Generally, I value love and cooperation more than competitiveness.	1 2 3 4 5 6 7	NA
59. I believe humans have great potential for goodness and love.	1 2 3 4 5 6 7	NA
60. Contact with transcendent, spiritual dimension has depend my relationships with others.	1 2 3 4 5 6 7	NA
61. I have one transcendent, spiritual experiences in which I felt an unusual oneness with, and acceptance of, the	1 2 3 4 5 6 7	NA

universe.

- | | | |
|---|---------------|----|
| 62. Even though I may not always understand it, I do believe that life is deeply meaningful. | 1 2 3 4 5 6 7 | NA |
| 63. I have either found or am searching for my mission in life. | 1 2 3 4 5 6 7 | NA |
| 64. To be honest, I almost never experience a sense of sacredness about anything. | 1 2 3 4 5 6 7 | NA |
| 65. there is no hope for the human race. | 1 2 3 4 5 6 7 | NA |
| 66. Contact with the transcendent, spiritual dimension has helped me to feel closer to my "Higher Power". | 1 2 3 4 5 6 7 | NA |
| 67. I have had transcendent, spiritual experience in which deeper aspects of truth seem to have been revealed. | 1 2 3 4 5 6 7 | NA |
| 68. I believe people should just enjoy themselves and not worry about such philosophical issues as the meaning of life. | 1 2 3 4 5 6 7 | NA |
| 69. All I really want from a job is for it to provide me with an excellent income so that I can live well and enjoy what money can buy. | 1 2 3 4 5 6 7 | NA |
| 70. In our modern, scientific world we should stop believing in such unscientific ideas as "sacredness" | 1 2 3 4 5 6 7 | NA |
| 71. I am very cynical about the human race. | 1 2 3 4 5 6 7 | NA |
| 72. Contact with the transcendent, spiritual dimension has helped me to sort out what is really valuable in life from what is not. | 1 2 3 4 5 6 7 | NA |
| 73. I have had transcendent, spiritual experiences in which I felt transformed and "reborn" into new life. | 1 2 3 4 5 6 7 | NA |
| 74. One can find meaning even in suffering, pain, and death. | 1 2 3 4 5 6 7 | NA |
| 75. Non-religious people who think of themselves as being spiritual and deceiving themselves. | 1 2 3 4 5 6 7 | NA |
-

76. It is good to dream of what can be one I do "build 1 2 3 4 5 6 7 NA
costless in the air".
77. Contact with the transcendent, spiritual dimension 1 2 3 4 5 6 7 NA
gives me optimism and energy to live life
wholeheartedly.
78. I have had transcendent, spiritual experiences in which 1 2 3 4 5 6 7 NA
I was overcomes with a sense of awe, wonder, and
reverence.
79. Religious people are more spiritual than non-religious 1 2 3 4 5 6 7 NA
people.
80. I have never had transcendent, spiritual experience. 1 2 3 4 5 6 7 NA
81. Spirituality means being part of a church or temple 1 2 3 4 5 6 7 NA
and actively participating in religions activities.
82. Emotionally healthy people do not have transcendent, 1 2 3 4 5 6 7 NA
spiritual experiences.
83. I often experience feelings of awe, reverence, and 1 2 3 4 5 6 7 NA
gratitude even in non-religious settings.
84. I often experience feelings of awe and gratitude in 1 2 3 4 5 6 7 NA
regards to my close friendships.
85. Persons who talk of life being "sacred" seem a little 1 2 3 4 5 6 7 NA
strange to me; I simply do not experience life in that
way.
-